XVIIIth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

1955

COUNTRIES REPRESENTED

AFGHANISTAN, ARGENTINA, AUSTRALIA, AUSTRIA, BELGIUM, BRAZIL, BULGARIA, BYELO-RUSSIA, CAMBODIA, CANADA, CHILE, COLOMBIA, COSTA-RICA, CUBA, CZECHOSLOVAKIA, DENMARK, DOMINICAN REPUBLIC, ECUADOR, EGYPT, FINLAND, FRANCE, GERMAN FEDERAL REPUBLIC, GUATEMALA, HAITI, HOLY SEE, HUNGARY, ICELAND, INDIA, INDONESIA, IRAQ, IRELAND, ISRAEL, ITALY, JAPAN, LEBANON, LIBERIA, LUXEMBURG, MEXICO, MONACO, NETHERLANDS, NORWAY, PANAMA, PAKISTAN, PERSIA, PERU, POLAND, PORTUGAL, REPUBLIC OF CHINA, ROUMANIA, SALVADOR, SOUTH KOREA, SPAIN, SWEDEN, SWITZERLAND, SYRIA, THAILAND, TURKEY, UKRAINE, UNION OF BURMA, U.S.S.R., UNITED KINGDOM, UNITED STATES, VENEZUELA, VIETNAM, YOUGOSLAVIA

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INTRODUCTION

The XVIIIth International Conference on Public Education, held in the Palais Wilson, Geneva, 4th-12th July inclusive, 1955, was attended by Delegations of sixty-five States, an increase of eight as compared with the previous year. It opened in the presence of Dr. Luther Evans and Professor Jean Piaget, the respective Directors of the two convening bodies, Unesco and the International Bureau of Education.

The International Conference on Public Education is one of the most noteworthy events in the world educational year, in view of the number of States sending Delegations to it, and of the fact that these Delegations are mostly composed of leading Ministry of Education officials, who will themselves be called on to implement the Recommendations passed by the Conference.

Desiring as far as possible to reflect the geographical diversity of the countries represented, the Conference this year elected its officers as follows :— Chairman : Dr. G.A. Raadi, Ambassador, Member of the Executive Committee of Unesco (Persia) ; Vice-Chairmen : Dr. José Martinez Cobo, Ambassador, former Minister of Education (Ecuador), Mr. Jesús Rubio, Vice-Chairman of the National Educational Council (Spain), Mr. Henry I. Willett, Superintendent of Schools, President of the American Association of School Administrators (United States of America), Mr. Yoshio Tanaka, Deputy Minister of Education (Japan), Mr. F.T. Doudnik, Deputy Minister of Education (Ukraine S.S.R.).

As Rapporteurs to introduce the general discussion, and preside over the committees drawing up draft recommendations, on points I and II of the agenda, the Conference elected Mr. Clayton D. Hutchins, Delegate of the United States of America, and Mr. Louis Machard, Delegate of France.

The fourteen plenary meetings of the Conference were devoted to presentation and discussion of reports on educational progress in the school year 1954-1955, from each of the countries represented, and these reports are to be published in the " International Yearbook of Education 1955 ". In addition the Conference discussed and unanimously adopted Recommendations Nos. 40 and 41, addressed to the Ministries of Education, respectively concerning the financing of education (an important matter never hitherto envisaged from the world angle), and the teaching of art in primary and secondary schools. The texts of these two Recommendations have been officially communicated to all governments, with the request that they make them widely known and put them into practice.

TEXT OF LETTER OF INVITATION ADDRESSED TO THE GOVERNMENTS

Sir,

We have the honour to invite you to participate in the XVIIIth International Conference on Public Education, organized under the agreement governing the relations between the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education. This Conference will be held at Geneva from 4th to 12th July, 1955.

The Joint Committee responsible for deciding the various questions connected with the implementation of the above-mentioned agreement has, as on previous occasions, placed two subjects on the agenda for the Conference—one bearing on the educational system in general, and the other on a special aspect of education.

In the first place, the Conference is called upon to consider the general problem of the financing of education. Having, at its XIVth session, formulated Recommendations concerning free and compulsory schooling, the Conference undertook to deal, in greater detail, with the main questions connected with the extension and improvement of school education. Thus it has already studied, in 1952, the problem of women's access to education, and in 1953 and 1954 the training and status of primary and secondary teachers. But it is clear that in most countries the Recommendations formulated by the Conference since 1950 cannot be fully implemented, for lack of adequate financial resources. Again, the Regional Conference on Free and Compulsory Education convened by Unesco in Bombay in 1952 (UNESCO/ED/125 : Report on the Regional Conference on Free and Compulsory Education in South Asia and the Pacific), and the Conference of Arab States on the same subject which the Egyptian Government organized in Cairo with the technical help of Unesco (December 1954—January 1955), both emphasized the financial aspect of the extension of education in these two regions. It seems, therefore, that the time has come to bring this matter to the attention of the competent authorities of the various States taking part in the International Conference on Public Education.

In the second place, the Conference is invited to deal with the question of the teaching of visual art in primary and secondary schools.

Lastly, the Delegates will discuss the reports presented by the Ministries of Education on the principal measures adopted during the 1954-1955 school year and on the projects commenced during the same period.

The agenda of the XVIIIth International Conference on Public Education therefore consists of the following items :

(1) the financing of education ;

(2) the teaching of the visual arts in primary and secondary schools ;

(3) brief reports on the progress of education during the year 1954-1955, presented by the Ministries of Education.

In view of the nature and importance of the two first-named topics, it would be a matter of great satisfaction to us if you could participate in the Conference in person.

If, however, you are unable to accept this invitation, we hope that you will, on this occasion, be represented by senior officials of your Ministry, and that these will be accompanied by persons who are expert in the matters which are the subject of the agenda. We should be very grateful if you would let us know, as soon as possible, the names of those to be included in your Delegation.

The list of States and international organizations invited to the Conference is annexed to this letter. Comments on the three items of the agenda will be sent to you shortly and you will, in due course, receive the documents prepared for the Conference.

We should be much obliged if you would let us have, at least a fortnight before the opening of the Conference, your brief report on the progress of education in your country during the school year 1954-1955, which is listed as item 3 on the agenda. In order that your report may be circulated and studied, it would be a great help to us if you could have it reproduced and could supply the Secretariat of the Conference with 200 copies, in English and French. May we remind you of the decision, previously taken, that only those reports which are ready for distribution before the discussion should be submitted to the Conference.

The address of the Conference Secretariat is the International Bureau of Education, Palais Wilson, Geneva, to which all correspondence should be sent.

We have the honour to be, Sir,
Your obedient Servants,

Luther H. EVANS
Director-General
United Nations Educational,
Scientific and Cultural Organization

Jean PIAGET
Director
International Bureau of Education

TEXT OF DETAILED AGENDA OF THE CONFERENCE ADDRESSED TO THE GOVERNMENTS

The Unesco-I.B.E. Joint Committee has deemed it useful for the International Conference on Public Education—which has in previous sessions drafted recommendations on compulsory education and its prolongation, on the access of women to education, and on the training and status of primary and secondary teachers—to examine this year, at its XVIIIth session, the problem of financing education. It is, in fact, apparent that certain of the above-mentioned Recommendations run the risk of remaining ineffective through lack of funds to put them into practice. The Joint Committee has likewise included on the Conference agenda a second item which, although its interest is specifically educational, is also of present-day significance, namely, the teaching of art in primary and secondary schools.

Following the customary procedure, the Conference will be asked, for each of these two items, to appoint a rapporteur who will open the general discussion preceding the work of the drafting committee whose duty it will be, in each case, to prepare a draft recommendation, either No. 40 or No. 41, for the final approval of the Conference.

In order to bring out the main points which should be stressed in drawing up one or other of the draft recommendations, Unesco and the International Bureau of Education are preparing for the use of Delegates various working documents bearing on the first two items on the agenda. It will thus be unnecessary for the Delegations to present circumstantial national reports on the financing of education or on the teaching of art in primary and secondary schools—the only national report required for the Conference being that on educational progress during the year 1954-1955, which figures as item III on the agenda.

Before the opening of the Conference the Delegates will have at their disposal two comparative studies based on data supplied by the Ministries of Education in response to the inquiries undertaken by the International Bureau of Education, and dealing respectively with the financing of education and the teaching of art in primary and secondary schools. In addition to these, Unesco will submit for their benefit a statistical study on the sums spent on education in the different countries. Members of the Conference will also have at their disposal several national monographs dealing with the financing of education.

I. The Financing of Education

With regard to item I on the agenda, the main points on which the Conference will be called upon to state its views in general terms, with the object of drafting Recommendation No. 40 to the Ministries of Education concerning the Financing of Education, are as follows:

(1) *Financial Responsibility of Administrations:* (a) extent to which constitutional laws or education acts should contain regulations concerning the distribution, among the various administrations, of financial responsibility for education, or fixing a specific ratio between expenditure on education and total expenditure on other items; (b) respective roles that should be played by the federal or central administrations, regional administrations, and local administrations with regard to the financing of education.

(2) *Sources of Funds for Financing Education:* (a) previous deduction of these funds from the general receipts of the administrations responsible for financing education; (b) advantages and disadvantages of recourse to special taxes or duties levied entirely or partially for the purpose of financing education; (c) use made of special measures such as the issue of stamps, collections, gifts in kind, etc., for financing specific educational programmes; (d) importance of the yield of enrolment and examination fees and the possibility of their abolition.

(3) *Ways of Financing Education:* (a) Specifications of receipts and expenditures in the budgets of the federal or central, regional, and local administrations responsible for financing education ; (b) characteristics of plans for financing education whose term is longer than the financial year (five-year plans, for example) ; (c) utilization of special funds or extraordinary budgets for financing certain programmes ; (d) issue of loans ; (e) obligations that may possibly be imposed on industrial, mining, or agricultural undertakings, to make financial provision for certain educational establishments.

(4) *Financing the Several Categories of Educational Establishments:* Procedure for financing school building, furniture, equipment and materials, salaries of teaching and auxiliary staffs, school meals and medical and social services, transport of pupils, etc., with regard to : (a) pre-primary education ; (b) primary education ; (c) secondary education ; (d) technical and vocational education ; (e) higher or university education ; (f) teacher training ; (g) adult education ; (h) special education (handicapped children, etc.).

(5) *Financing of Education by Ministries (or Administrations) other than the Ministry of Education:* Ways in which such financing is carried out and need for coordinating the educational activities of the various administrations.

(6) *Public Authorities' Contributions to Independent Schools:* Possible participation of various public administrations in the financing of independent schools.

(7) *Contemplated Measures to meet the Increasing Needs of Education:* (a) Studies at national level on the present and future financial possibilities with reference to the needs of education ; (b) studies on the relation between the economic development of a country and the development of its educational standard ; (c) national studies aiming to adapt the methods of financing to the characteristics of the country so as to get better value for the money expended ; (d) campaigns to convince responsible authorities and public opinion of the value of expenditure on education ; (e) emergency measures to meet the increasing costs due to increases in school enrolment, additional capital outlay (for construction and adaptation of premises), and working expenses (for teacher recruitment and salaries) resulting from such increases.

(8) *Foreign Participation (both National and International) in Financial Assistance:* Part that might be played by such participation.

II. The Teaching of Art in Primary and Secondary Schools

The following topics are suggestive of the main points on which general discussion might take place, and which will doubtless be taken into account when drafting Recommendation No. 41 to the Ministries of Education concerning the Teaching of Art in Primary and Secondary Schools :

(1) *Place of Art in Curriculum:* (a) classes in which instruction in art (drawing, painting, modelling, engraving) is given ; (b) age of pupils ; (c) number of hours per week devoted to the teaching of art ;

(d) coordination with other subjects in the curriculum ; (e) compulsory or optional character of art teaching ; (f) importance given to the teaching of art in promotion and school leaving examinations.

(2) *Aims of Art Teaching:* development of imagination, creative power, and ability to observe ; self expression and self control ; general and intellectual training ; training of artistic taste ; acquisition of techniques, etc.

(3) *Syllabuses:* (a) directives concerning the drawing up of the art syllabus for each of the various classes ; (b) general lines of the content of such syllabuses.

(4) *Teaching Methods:* (a) directives concerning teaching methods ; (b) importance attached to the pupil's free expression, the analysis or criticism of works of art, and the history of art ; (c) use made of group or team work, art books in the school library, the circulation of works of art between schools, visits to monuments, museums, and art exhibitions ; (d) exhibitions, competitions and exchanges of pupils' work.

(5) *Materials:* (a) materials used in the teaching of art ; (b) free provision or payment for materials.

(6) *Teachers of Art:* (a) teaching of art by class teachers or specialist teachers ; (b) training and further training of specialist teachers ; (c) their status ; (d) role of " art advisers ".

III. Brief reports from the Ministries of Education on the Progress of Education during the Year 1954-1955

The experience gleaned from the seventeen preceding Conferences shows the value of an annual review of educational problems, a review held in high estéem by the education authorities of the various countries. Each Delegation is therefore asked to be good enough to provide a brief report on educational progress in its country during the past school year. Discussion by the Conference of these reports will enable Delegates to know what solutions have been found to the problems with which they are faced and to form a broad picture of the evolution of education in the last twelve months. These reports will subsequently be published in the *International Yearbook of Education 1955.*

In order to facilitate the work of the Conference in the first place, and secondly to ensure a certain homogeneity to the contents of the Yearbook, the following suggestions and remarks are made with regard to item III on the Conference agenda :

(1) Each Delegation is requested to have 200 copies of its report on educational progress made, either in its country or in Geneva, in English and in French, and to send at least one copy to the Conference Secretariat not less than fifteen days before the opening date of the Conference. Only those reports will be discussed by the Conference which have been distributed at the opening of the Conference.

(2) The reports this year will be presented in inverse alphabetical order of countries. Each Delegation will have ten minutes at its disposal in which to speak of the most striking points in its report, which will have been distributed in advance to the Conference, and thus prepare

for the ensuing discussion of the same. The Delegate responsible for presenting the report will afterwards reply *en bloc* to the questions raised.

(3) The brief reports on educational progress should not exceed 3,500 words.

(4) In drawing up their reports, the Ministries of Education are earnestly requested to limit themselves to an enumeration and commentary on developments which took place in the school year 1954-1955, so that this written summary will constitute a normal sequence to the report for the year 1953-1954.

(5) The suggestions made hereafter concern the main points which should be treated in the brief reports, insofar as these various points correspond to changes which have taken place during the school year 1954-1955. In order to facilitate the drafting of the comparative study on educational progress which will figure at the beginning of the Yearbook, and to make it possible to draw attention to the educational characteristics of the year 1954-1955, the Secretariat would be grateful if these points be presented in the following order :

I. *School Administration :*

(a) changes that have occurred during the year under review in school administration (reorganization of administrative services, inspectorate, etc.) ;

(b) financing of education ; the public education budget as compared with that of the previous year (percentage of increase or decrease, etc.) ;

(c) new school buildings.

II. *School Organization :*

(a) numerical increases : (i) opening of new establishments at any of the various stages of education (pre-school, primary, secondary, technical and vocational, higher, adult) ; (ii) enrolment changes as compared with last year ;

(b) reforms or changes that have occurred during the year under review in the organization and structure (length of compulsory schooling and studies, establishment of new stages or new sections) of any of the above-mentioned stages of education.

III. *Study Plans, Curricula, Methods :*

(a) subjects that have been abolished from, of added to, the programme of studies of the various stages of education during the year under review ;

(b) school subjects for which the content of the syllabus or curriculum has been modified ;

(c) development of certain methods or the use of new teaching techniques noted during the course of the year under review ;

(d) new textbooks, etc.

IV. *Teaching Staff:*

(a) modifications to the professional training and further training of teachers for the various stages of education;

(b) modifications to the status of teachers (appointment, salaries, etc.).

V. *Auxiliary and Extra-scholastic Services:*

changes that have occurred in regard to schoolchildren's health and physical development, school meals services, school psychology services, the education of handicapped children, youth movements, etc.

In their accounts of the progress made in these various fields in the year under review, the Ministries of Education are requested to indicate wherever Recommendations passed by preceding sessions of the International Conference on Public Education have been applied.

* * *

The present volume contains the list of members of the delegations, the proceedings of the meetings, the introductory reports of items I and II of the agenda presented by the Rapporteurs, Messrs. C. D. Hutchins and L. Machard, and the text of Recommendations Nos. 40 and 41, adopted by the Conference, on the Financing of Education and the Teaching of Art in Primary and Secondary Schools.

In order to be fully documented on the XVIIIth International Conference on Public Education, the following volumes should also be consulted :—

Financing of Education
Teaching of Art in Primary and Secondary Schools
Public Expenditure on Education
International Yearbook of Education 1955.

LIST OF MEMBERS OF DELEGATIONS

Afghanistan

H. E. Dr. Ali Ahmad Popol, Deputy Minister of Education.
H. E. Dr. Mohammad Anas, Vice-Chancellor of the University of Kabul.

Argentina

Mr. Mario Raúl Pico, Embassy Adviser, Chargé d'Affaires, Representative of the Argentine Republic at the European Office of the United Nations in Geneva.
Mr. Ed. Antueno, First Secretary of the Argentine Permanent Delegation to the European Office of the United Nations in Geneva.

Australia

Mr. J. McCusker, Assistant Secretary to the Australian High Commissioner's Office in London.
Mr. D. H. Tribolet, Director of the Tasmanian Department of Education.

Austria

Mr. Heinrich Taubner, Adviser to the Ministry of Education.
Professor Aloïs Schmiedbauer, Academy Inspector.
Professor Heinrich Raab, Cultural Attaché to the Austrian Legation in Bern.

Belgium

Mr. Marion Coulon, Educational Adviser to the Ministry of Education.

Brazil

Mr. Paulo Carneiro, Permanent Delegate of Brazil to Unesco.
Mr. Italo Zappa, Technical Adviser to the Permanent Delegation of Brazil in Geneva.

Bulgaria

Mr. Marin Petkov Guechkov, Deputy Minister of Education.
Mr. Jeliu Michailov Stefanov, Chief of the General Education Division of the Ministry of Education.

Byelo-Russia

Mr. S. A. Umreiko, Deputy Minister of Education.

Cambodia

H. R. H. Princess Pingpeang Yukanthor, Member of the Assembly of the French Union.
Mr. Samreth Soth, Cultural Attaché to the High Commissioner of Cambodia.
Mr. Truong Cang.

CANADA

Dr. H. P. MOFFATT, Deputy Minister of Education for Nova Scotia.
Miss Caroline ROBINS, President of the Saskatchewan Teachers' Federation.
Mr. Roland VINETTE, Director-General of the Normal Schools of the Province of Quebec.

CHILE

Dr. Humberto DIAZ CASANUEVA, Consul General of Chile, formerly Professor of Psychology and Pedagogy at the Universities of Chile and Caracas.

CHINA (REPUBLIC OF)

Dr. KUO YU SHOU.

COLOMBIA

Dr. Luis GONZÁLEZ BARROS, University Professor, Representative of Colombia at the European Office of the United Nations and the Specialized Agencies in Geneva.
Father Carlos BRAVO.

COSTA-RICA

Mr. Aristide DONNADIEU, Consul General of Costa Rica in Geneva.

CUBA

Dr. Evelio PENTÓN Y MARTINEZ MOLES, Technical Under-Secretary at the Ministry of Education.
Dr. Osvaldo VALDÉS DE LA PAZ, Director of Education at the Ministry of Agriculture.

CZECHOSLOVAKIA

Dr. Vladimír VÁCLAVÍK, Vice-Minister of National Education.
Dr. Gustav PAVLOVIČ, Rector of the Higher School of Education in Bratislava.
Mr. Václav ŽIVEC, Special Lecturer at the Higher School of Education in Prague.

DENMARK

Mr. Vagn JENSEN, Chief of Bureau in the Ministry of Education.

DOMINICAN REPUBLIC

Mr. F. A. M. NOELTING, Consul General of the Dominican Republic in Geneva.

ECUADOR

H. E. Dr. José MARTINEZ COBO, Ambassador of the Republic of Ecuador in London, former Minister of Education.

EGYPT

H. E. EL SAYED YOUSSEF, Under-Secretary of State for Education.
H. E. MOHAMED TAHA EL NEMIR, Under-Secretary of State for Education.
H. E. AHMED YOUSSEF, Director General of Fine Arts.

FINLAND

Mr. Helge von KNORRING, Envoy Extraordinary and Minister Plenipotentiary of Finland in Bern.

FRANCE

Mr. Lucien PAYE, Director of the University Service of Relations with other Countries.
Mr. Louis MACHARD, General Inspector of Art.
Mr. Roger GAL, Educational Adviser to the Ministry of National Education.

GERMAN FEDERAL REPUBLIC

Dr. REIMERS, General Inspector of Schools.
Dr. GROTHUSEN, Chief of Section.
Mr. TROIKE, Secondary School Headmaster.
Dr. SIMON, Legation Adviser.

GUATEMALA

Mr. Albert DUPONT-WILLEMIN, Consul General of Guatemala in Geneva, and Permanent Delegate to the International Organizations in Geneva.

HAITI

Mr. Edner SAINT-VICTOR, Director of the Pétion Lycée, Adviser to the Department of National Education.
Mr. Alfred ADDOR, Consul General of Haiti in Geneva.

HOLY SEE

Monsignor Charles COMTE, Domestic Prelate to His Holiness the Pope.
Mr. G. A. VETCH, Former Official of the I.I.I.C. in Paris.
Dr. Jean LARNAUD, Secretary of the Catholic International Centre of Coordination with Unesco.

HUNGARY

Dr. Magda JOBORU, First Vice-Minister at the Ministry of Education.
Dr. Bela SULAN, Director at the Ministry of Education.
Dr. Agnès KENYERES, Director at the Ministry of Popular Culture.

ICELAND

Mr. Birgir THORLACIUS, Chief of Service at the Ministry of Education.

INDIA

Dr. A. M. D'ROZARIO, Education Secretary, High Commission of India in London.

INDONESIA

Mr. A. A. G. Oke DJELANTIK, Indonesian Legation in Bern.

IRAQ

(Represented by the Delegation from the Lebanon.)

IRELAND

Mr. Terence RAFFERTY, Assistant General Secretary to the Department of Eudcation.

ISRAEL

Dr. Moshe AVIDOR, Director General of the Ministry of Education and Culture.
Dr. M. KAHANY, Permanent Delegate of Israel to the International Organizations in Geneva.
Mr. S. ADIEL, District Inspector of Education.

ITALY

Professor Giovanni CALÓ, Professor of Education at the University of Florence, President of the National Didactic Centre, formerly Under-Secretary of State for Education.
Mr. Aleardo SACCHETTO, Director General at the Ministry of Education.
Mr. Carlo LEONI, Chief of Division for Fine Arts.
Professor Giovanni GOZZER, General Secretary of the National Didactic Centres Bureau at the Ministry of Education.
Mr. Francesco BETTINI, Chief Inspector (retired) of Primary Education.

JAPAN

Mr. Yoshio TANAKA, Administrative Vice-Minister of the Ministry of Education.
Mr. Tamotsu FUKUI, Member of the Commission on Education.
Mr. Keisuke ARITA, Assistant Permanent Delegate of Japan to the International Organizations in Geneva.

LEBANON

Mr. Charles AMMOUN, Minister, Permanent Delegate of the Lebanon to Unesco.
Mr. Fouad RIDA, Principal Private Secretary at the Ministry of National Education.

LIBERIA

Mr. Theophilus THOMAS, Supervising Teacher, Sinoe County.
Mr. Roland Theophilus BARNES, Registrar, Cape Palmas High School.
Mrs. Elizabeth MITCHELL, Director, Kindergarten School, Sinoe County.

LUXEMBURG

Mr. Robert KIEFFER, Director of the Girls' Secondary School in Luxemburg.

MEXICO

H. E. Mr. Francisco VÁZQUEZ TRESERRA, Envoy Extraordinary and Minister Plenipotentiary of Mexico in Bern.

MONACO

Mr. René BICKERT, Consul General of the Principality of Monaco in Geneva.

NETHERLANDS

Dr. J. de BRUYN, Chief of the Primary Education Division at the Ministry of Education, Arts and Science.
Mr. J. F. JANSEN, Assistant Director of the Arts and Crafts Institute in Amsterdam.

NORWAY

Miss Marie PEDERSEN, Directress of Special Schools.

PANAMA

H. E. Mr. José LEFEVRE, Envoy Extraordinary and Minister Plenipotentiary of Panama in Bern.
Miss Elvira LEFEVRE, Chargé d'Affaires of Panama in Bern.
Mr. Georges A. COTTIER, Consul General of Panama in Geneva.

PAKISTAN

Dr. Imdad HUSAIN, Deputy Educational Adviser, Ministry of Education.

PERSIA

H. E. Dr. G. A. RAADI, Ambassador, Permanent Delegate to Unesco.
Dr. NASSIRI, Cultural Attaché in Bern.

PERU

Mr. Max de la FUENTE LOCKER, Consul General of Peru in Switzerland.

POLAND

Mr. Franciszek BIELECKI, Director General of the Ministry of Education.
Mr. Jozef BARBAG, Department Director at the Ministry of Education.
Mrs. Alina SZEMINSKA, Professor at the Educational Institute in Warsaw.

PORTUGAL

Dr. José Luiz ARCHER, Portuguese Minister in Bern.
Mr. Humberto PINTO LIMA, First Secretary of the Portuguese Legation in Bern.
Dr. Maria Irene LEITE DA COSTA, Professor of Education at the A. A. da Costa Ferreira Institute of Mental Hygiene for Children, Lisbon.

ROUMANIA

Mr. C. Ionesco BUJOR, University Professor, Director General of the Ministry of Education.

SALVADOR

Mr. Albert AMY, Consul General of Salvador in Geneva.
Mrs. Ofelia RIVERA-SERRANO, Professor.

SOUTH KOREA

Dr. CHUNG W. CHO, Vice-Minister, Ministry of Foreign Affairs.
Mr. SANG BONG HAN, Chief of Secondary Education.

SPAIN

Mr. Jesús RUBIO, Vice-President of the National Council on Education, formerly Under-Secretary of State at the Ministry of National Education.
Mr. Luís GARCÍA DE LLERA, Consul General, Permanent Delegate to the International Organizations in Geneva.
Mr. Eduardo CANTO, Director General of Primary Education.
Professor Enrique LAFUENTE, Member of the Academy of Fine Arts.
Mr. José María LOZANO, Chief of the Foreign Affairs Section of the Ministry of National Education.

SWEDEN

Miss Hildur NYGREN, Deputed Director-General of the Swedish Royal Board of Education.

SWITZERLAND

Mr. Alfred BOREL, Councillor of State, Chief of the Education Department for the Canton of Geneva.
Mr. Antoine BOREL, Secretary of the Swiss Conference of Chiefs of Education Departments.
Mr. Henri GRANDJEAN, Secretary General of the Education Department and Director of Secondary Education for the Canton of Geneva.
Mr. Robert DOTTRENS, Professor of Education at the University of Geneva and Co-Director of the Institute of Educational Sciences of the University of Geneva.
Dr. Emilie BOSSHART, Professor of Education, Psychology and Didactics at the Girls' High School in Zurich.

SYRIA

Mr. Farid EL LAHHAM, Chargé d'Affaires of Syria in Bern.

THAILAND

Mr. Bhunthin ATTAGARA, Secretary General of the Thailand National Commission for Unesco.
Mr. Toh SUKHAVARNA, Chief of the Financial Division at the Ministry of Education.
Miss Ladda SMITHINANT, Teacher of Foreign Languages, Ministry of Education.

TURKEY

Mr. Celal KENTER, Cultural Attaché of Turkey in Bern.
Mr. Fehmi BALDAS, Cultural Attaché of Turkey in Paris.

UKRAINE

Mr. F. T. DOUDNIK, Deputy Minister of Education.
Mr. G. S. KOSTIUK, Professor, Director of the Institute of Psychological Studies of the Ministry of Education.
Mrs. Z. S. NETCHIPOROUK, Honoured School-teacher, Deputy to the Supreme Soviet.

Union of Burma

U Sein, Education Attaché of the Burmese Embassy in London.

Union of Soviet Socialist Republics

Mrs. L. V. Doubrovina, Deputy Minister of Education of the Russian Soviet Federated Socialist Republic, Deputy to the Supreme Soviet of the Russian Federation.

Mr. A. G. Orlov, Chief of the Department of Secondary and Higher Education Schools at the Ministry of Education of the Russian Soviet Federated Socialist Republic.

Mrs. N. P. Sakoulina, Deputy Director at the Artistic Education Institute of the Educational Sciences Academy of the Russian Soviet Federated Socialist Republic.

Mr. V. K. Oja, Minister of Education for the Estonian Soviet Socialist Republic, Deputy to the Supreme Soviet of the Estonian Soviet Socialist Republic.

Mr. A. Z. Zakarine, Minister of Education of the Kazakh Soviet Socialist Republic.

United Kingdom

Mr. B. L. Pearson, C.B., D.S.O., M.C., Accountant General, Ministry of Education, England and Wales.

Mr. E. M. O'R. Dickey, C.B.E., H.M. Inspector of Schools, Staff Inspector for Art, Ministry of Education, England and Wales.

Mr. C. H. Pollard, O.B.E., City Treasurer of Hull.

Mr. G. R. McConnell, M.B.E., Assistant Secretary, Ministry of Education, Northern Ireland.

United States

Mr. Henry I. Willett, Superintendent of Schools, Richmond, Virginia ; President of American Association of School Administrators.

Mrs. Gratia B. Groves, Director of Instruction, Kanawha County Schools, Board of Education, West Virginia ; Chairman of Curriculum Materials Committee, National Art Education Association.

Mr. Clayton D. Hutchins, Ph. D., Specialist in School Finance, U.S. Office of Education, Department of Health, Education and Welfare.

Venezuela

Dr. Rafael Armando Rojas, Legation Adviser in Bern.

Vietnam

Professor Vo van Lua, Director of Cultural Affairs at the Ministry of National Education, Secretary General of the Vietnamese National Commission for Unesco.

Yugoslavia

Dr. Miloš Žanko, President of the Education Committee of the Popular Assembly for the Republic of Croatia.

Mr. Josip Lukatela, Director of the Central Educational Institute in Belgrade.

OBSERVERS

Intergovernmental Organizations

United Nations

Mr. Jerzy Szapiro, Director of the United Nations Information Centre at Geneva.
Mr. Donald McGranahan, Bureau of Social Affairs.
Miss Sybil Atkins, United Nations Information Centre at Geneva.

International Labour Organization

Mrs. A. Figueroa, Chief of the Women's and Young Workers' Division.
Mrs. M. V. Burtle, Women's and Young Workers' Division.

Non-Governmental Organizations

International Association of Universities

Mr. H. M. Keyes, Secretary General of the International Association of Universities.

Joint Committee of International Teachers' Federations

Mr. E. Hombourger, Secretary General of the Joint Committee.

World Federation of Organizations of the Teaching Profession

Miss Vanett Lawler, National Education Association of U.S.A.

New Education Fellowship

Mr. Robert Dottrens, Professor at the University of Geneva.

International Union of Local Authorities

Mr. F. Cottier, National Councillor, Administrative Councillor for the City of Geneva.

PROCEEDINGS OF MEETINGS

FIRST MEETING

Monday, 4th July, at 11 a.m.

Chairmen: Mr. Alfred BOREL and Mr. G.A. RAADI

OPENING OF CONFERENCE

Mr. Alfred BOREL *(Switzerland)*: The pleasant tradition which has it that the International Conference on Public Education should meet in Geneva affords me, as the Head of the Swiss Delegation, the privilege of opening your deliberations and of wishing you a cordial welcome to Swiss soil.

To come as representatives of so many countries you have not hesitated to travel great distances in some cases, in answer to the invitation by Unesco and the International Bureau of Education. The previous Conference marked a step in the direction of universal representation at our meeting, and the present one is in no wise inferior to it in this respect.

I wish to voice my particular pleasure at seeing Mr. Luther Evans, Director-General of Unesco, accompanied by outstanding members of his staff, among us today. His presence, and that of so many Delegates chosen from the highest public education authorities, proves the interest that is aroused by your deliberations and the value of your work. I hardly need to extend a special greeting to Mr. Piaget and Mr. Rosselló, the Director and Assistant Director of the International Bureau of Education; they are old friends and without their presence the Conference would not be complete.

Unfortunately, one of the most active members of our previous Conferences passed suddenly away last year. He was Mr. Marcel Abraham, Head of the French Delegation, and President of the Council of the International Bureau of Education since 1948. On two occasions, the more recent being last year, he presided over our Conference with that charm and authority which had gained him the friendship and admiration of all. We pay a tribute of respect to his memory. I trust we may ask the members of the French Delegation to convey to the Ministry of National Education our heartfelt condolences with our friend and neighbour nation, which has lost in its Director of its University Foreign Relations Office a brilliant ambassador in the cause of French thought.

The agenda of our Conference deals with one of the essential subjects of public education, the problem that always occupies the mind of every public figure responsible for its administration—I speak of finance. When all is said and done, everything comes down to finance: the improvement of public education, the extension of compulsory education, school building,

recruiting and salaries of teaching staffs, the improvement of methods. In every case the financial question is there, in the forefront, and is the first problem that must be solved. Whatever the political and administrative organization of the various countries may be—and a wide variety are represented here—you are all confronted with perplexing problems in this connection. The comparative study on the financing of education which the International Bureau of Education has prepared from the reports from fifty-five countries, bears witness to the variety of the systems in force in confederations, federative countries, and centralized countries. You will have to bear this variety in mind when drafting a Recommendation; for it to be universally valid, this Recommendation must lay down general principles that are capable of adaptation to the realities of the situation in each country. By doing so you will render a signal service to all the Ministries, one that will figure worthily among the excellent Recommendations of previous years.

After having dealt with education from the material standpoint, you will take up one of the disinterested and attractive aspects of the tasks that devolve upon the schools, the teaching of art. To give a child the means of self-expression not only in words but also with pencil, brush and modelling clay, is to give him the means to achieve the basic aspirations of any personality. I am sure, therefore, that you will be at one with me in thinking that the Unesco-I.B.E Joint Committee was well advised in placing this matter on the agenda.

Lastly, the reports on educational progress during the last scholastic year will give you an opportunity for a general survey that is always extremely instructive. In the days preceding this meeting accounts of the situation of education in the various countries in 1954-1955 have arrived in Geneva, which has become the headquarters of education, just as, thanks to the World Health Organization and the Red Cross, it is the headquarters of public health and disaster relief, and, thanks to the World Meteorological Organization, the headquarters of the world's weather conditions. The reports on educational progress in 1954-1955 likewise announce unchanged situations, more or less rapid developments, or storm centres alongside areas in which apparently complete calm prevails. The valuable information you have brought will enable us to sum up the progress that has been made and to perceive the main currents in school development.

These reports, moreover, are not empty words of which no trace is left. The International Yearbook of Education reproduces them and enables useful comparisons to be made. In perusing it we see that last year the appropriations for public education increased by an average of between eleven and twelve per cent. We also read that in some countries the allocations for secondary school building exceeded those for primary school building. We also note that the reforms relating to secondary education were more numerous than those concerning primary education. What is in store for us in 1955, in our impending world tour of education, in this remarkable "lesson on comparative education", as the Chairman of the XVth Conference so happily termed it? The realization will probably be brought home to us that educational problems are becoming evermore complex and urgent. We shall once again realize that one country's experience helps to solve another country's difficulties.

In closing, I trust that our work in common may this year as in the past be inspired by what a writer once called " the spirit of Geneva ", in other words, the spirit of collaboration and mutual understanding. I declare open the XVIIIth International Conference on Public Education.

Election of Conference Officers

The Chairman announced that the next item of business was election of the Conference officers, i.e., a chairman and five vice-chairmen. He called for nominations for those offices.

Mr. Paye *(France)* thanked Mr. Alfred Borel, Head of the Swiss Delegation, for the kind words he had spoken in memory of his friend and predecessor, Mr. Marcel Abraham, who had presided over the International Conference on Public Education of the preceding year. He would convey his expression of sympathy to the Ministry of National Education.

As Head of the Delegation which had occupied the Chair the year before, he nominated, as Chairman of the XVIIIth Conference, H.E. Ambassador G.A. Raadi, Head of the Persian Delegation, and, as Vice-Chairmen, Messrs. F.T. Doudnik, Deputy Minister of Public Education in the Ukraine, José Martinez Cobo, Head of the Ecuadorian Delegation, Jesús Rubio, Vice-President of the National Council of Education in Spain, Henry I. Willett, Head of the United States Delegation, and Yoshio Tanaka, Deputy Minister of Education in Japan.

(H.E. Ambassador Raadi was elected Chairman by acclamation, and took the Chair.)

(Messrs. Doudnik, Martinez Cobo, Rubio, Willett and Tanaka were elected Vice-Chairmen.)

The Chairman thanked delegates for the honour that had been paid to him. Honours were the prerogative of the elders, and he believed that he owed the Chairmanship of the XVIIIth International Conference on Public Education to the fact of his having been connected with the International Bureau of Education for many years. He trusted that the Conference would be marked, as the previous ones had been, by equanimity and mutual understanding, and that it would contribute to the improvement of education throughout the world.

Address by the Director-General of Unesco

Mr. Evans *(Director-General of Unesco)*: I should like to associate myself with the tribute paid to the memory of Mr. Marcel Abraham. We in Unesco felt his death to be a great loss for education and international cooperation, both of which were fields to which he had devoted many years of his life's work, in trying to promote activities likely to increase cooperation between the nations. He was elected Chairman of this Conference on two occasions, first in 1948 and again last year, and we shall not forget his personality for a long time.

I do not intend to make a long speech, as I am not deeply versed in the fields with which this Conference is occupied, but you know that the United Nations Educational, Scientific and Cultural Organization has as one of its most important tasks that of improving scholastic education in the strict sense of the word throughout the entire world. It is for this reason that we take the greatest interest in these Conferences organized jointly with the International Bureau of Education, and in the Recommendations which the Conference submits each year to the Ministries of Education.

I have held the post of Director-General of Unesco for only two years, but this is the third time that I have been present at this Conference. I shall not forget that my first day's work at Unesco was spent in Geneva in your midst, at the opening of the XVIth Conference. I cannot promise you that I shall always be among you, but whenever I am able to I shall not fail to show by my presence the measure of the interest attached by Unesco to your work.

There are in existence a large number of international organizations which deal with different problems by the use of different techniques, and it does not always prove easy to coordinate the activities of these agencies with a view to the attainment of a common goal. All those who go next week to listen to the debates in the Economic and Social Council will realize the amount of time that will be devoted to the coordination of this cooperation. For Unesco and the International Bureau of Education, coordination has hitherto been extremely easy to achieve, and it is a pleasure for me to bear witness to that fact in this assembly, at the same time congratulating those persons to whom we owe this understanding, thanks to their collaborative spirit.

The first of the problems you are going to discuss is that of finance. It is not the role of Unesco or of the International Bureau of Education to solve this problem through direct action, but rather to organize under the auspices of our Organizations exchanges of views and information. Unesco has earmarked a special fund for educational development, and I have undertaken responsibility for the United Nations inquiry which will precede the debate on these matters at the General Assembly of the United Nations. Unesco has no intention of playing a leading role in this field, but I think I can say how very much we are interested in the question. We cannot be unmindful of the fact that though education costs a lot of money, it is a gilt-edged investment.

I should like to say a few words about the second item on the agenda : the teaching of art in primary and secondary schools. Unesco, as you are doubtless aware, has for many years shown a lively interest in this field. We are convinced of the important role played by art in school education. We are convinced too that it is a factor of individual expression which should be encouraged and to which due attention should be paid right from the first stages of teaching. Unesco has published, or has contributed to the publication of, a whole series of documents devoted to this question. It has also given encouragement to quite a number of specialized associations in this field.

I should like to add a remark of a general nature. Unesco has hitherto devoted itself to the study of curricula by dealing with the various subjects of study separately ; the International Conference on Public Education

has, for its part, adopted in recent years a whole series of Recommendations each of which tends to add to a given aspect of the curricula. But the total of these ameliorations in curricula entails a risk of unduly burdening such curricula. It is for this reason that I proposed to the Unesco General Conference at its last session in Montevideo that a study be made of scholastic syllabuses considered as a whole, in such a way as to formulate recommendations of a general nature which may be applicable to the special situation in each of the countries concerned. From next year onwards an advisory committee will begin work with a view to submitting a preliminary report to the Unesco General Conference that will be held in New Delhi in 1956. The Unesco Secretariat will keep you informed of the recommendations formulated by this advisory committee, and it hopes to be able to evolve a system that will enable advice to be given to the various countries interested, for the complete overhauling of their curricula.

I apologize for these long digressions; but I had certain ideas to which I attach importance and which I was anxious to communicate to the many Delegates here to-day. Among them I have the pleasure of seeing many familiar faces, delegates to the meetings organized at Unesco House. That is a pleasant observation to make, and it goes to show that the coordination between Unesco and the International Bureau of Education exists not only on the level of the Secretariats of both of these great international organizations, but also on the level of Member States and of their delegates.

Address by the Director of the International Bureau of Education

Mr. Piaget *(Director of I.B.E)*: Mr. Chairman, Ladies and Gentlemen, I should first of all like, if I may, to extend warm thanks to the governments and the Ministries of Education who have sent such large and well chosen Delegations to this year's International Conference on Public Education. May I bid them a cordial welcome and express my satisfaction at the further step we have made in the direction of universality.

There is only one subject for grief, only one shadow on the picture. This year we have lost a very dear friend, the President of last year's International Conference on Public Education, Inspector-General Marcel Abraham. Words cannot tell how much he did for the International Bureau of Education. Not only did he preside over our Council for many years and occupy the Chair at two of our Conferences, but he was also a very dependable friend, completely devoted and unshakably true. He aided us in the most difficult moments and gave wise counsel throughout his term of office. His joviality and his optimism were a source of comfort to us, and he had a place for us in his heart. In losing Marcel Abraham the International Bureau of Education has lost one of its foremost leaders.

I should like to recall to your minds the great traditions of this Conference: (a) mutual information and the common search for the best solutions, convinced as we are that progress stems from a frank exchange of information and opinions; (b) mutual understanding of the other's point of view; this is not a search for universal rules on various problems, but unity in reciprocity; (c) the pre-eminence of technique over politics;

naturally public education stands together on all political problems, but we endeavour to leave aside doctrinal differences and enmities in order to find a common denominator on all subjects ; (d) emphasis on success rather than on failure. Last year you gave an admirable example of this method, and we are certain that this will again be the case this year.

On the agenda we have the following : the financing of public education ; the teaching of arts ; reports on educational progress in 1954-1955. I shall not say very much about finance, for I have no competence or aptitude in that field, nor any of the talents of an administrator in charge of educational finance. But although no administrator, I am one of the administered, and know the difficilties of financing in the fields of teaching and research. I seem to have noticed one general rule, if I may be allowed to generalize on my impressions, and that is that the Ministries of Public Education are kindly disposed, and that the Ministries of Finance are a little less kindly disposed. That is why we did not invite representatives of public finance here, and assumed that representatives of education would come to a better understanding among themselves concerning the universal arguments and overall measures likely to sway their Ministers of Finance.

As to the teaching of art, it is a question of major interest not only to educationists but also psychologists, since it is often through modelling and drawing that a child best reveals his personality. Drawing is undoubtedly from many points of view the best method of observation, and of late, children's drawings have been used by psychologists for a wide range of purposes : personality tests, intelligence tests, etc. Years ago we ourselves used them to study the child's representation of space.

I therefore have pleasure, Mr. Chairman, Ladies and Gentlemen, in reiterating my welcome to you and in wishing you, in wishing ourselves, the best of success in our work.

Mrs. Joboru *(Hungary)* wished to say that her Delegation considered that the Republic of China could not very well represent China at the International Conference on Public Education.

Mrs. Doubrovina *(U.S.S.R.)* endorsed those remarks. The Soviet Union Delegation considered that only a Delegate appointed by the People's Republic of China was entitled to represent the Chinese people at that Conference.

Mr. Bielecki *(Poland)* supported the statement of the Hungarian Delegation.

Mr. Václavík *(Czechoslovakia)* supported the statement made by the honourable representative of Hungary.

Mr. González Barros *(Colombia)* asked whether the problem came within the jurisdiction of the Conference or whether it was one for Unesco and the International Bureau of Education, the convenors of the Conference, to settle.

The Director of the International Bureau of Education recalled that it was indeed the case that invitations to Delegations were not a matter for the Conference itself but for the Unesco-I.B.E. Joint Committee. In accordance with the promise he himself had given at the Conference

the preceding year, he had raised the question with the Joint Committee, bringing up the desirability of inviting a representative of the People's Republic of China to the International Conference on Public Education. This proposal had not met with the approval of the Joint Committee, as the Unesco representatives deemed that their organization, being one of the specialized agencies of the United Nations, should fall in with the decisions in the matter made by the latter body. He affirmed his readiness to bring up the question again at the next meeting of the Joint Committee.

The CHAIRMAN proposed that the Conference should take note of the statement by the Director of the International Bureau of Education, and proceed to the next item of business.

(The meeting rose at 12 a.m.)

SECOND MEETING

Monday, 4th July, at 3 p.m.

Chairman: Mr. G.A. RAADI

The CHAIRMAN opened the meeting, and announced that discussion would begin on the reports on educational progress in 1954-1955.

REPORT FROM VIETNAM

Mr. VO VAN LUA *(Vietnam)* commented on the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. Antoine BOREL *(Switzerland)*, VALDÉS DE LA PAZ *(Cuba)* and ELVIN *(Unesco)*.

Two pilot community schools had been set up in Vietnam. In addition to primary education (six classes), the schools were giving vocational and technical courses and were teaching elementary English. The courses in agriculture, forestry and fish-breeding were adapted to the particular requirements of the area. The schools also contained a weaving shop for girls.

In connection with the campaign for literacy, the government had organized reading, writing and arithmetic classes for the peasants and was publishing for their use a magazine containing health hints, the elementary principles of civics, and literary texts for the purpose of enlarging their vocabulary.

REPORT FROM THE U.S.S.R.

Mrs. DOUBROVINA *(U.S.S.R.)* after having spoken in memory of Mr. Marcel Abraham, who had presided so successfully over the Conference the previous year and had contributed to understanding between the various countries, commented on the report on educational progress in the U.S.S.R., and answered questions from Messrs. CALÓ *(Italy)*, PENTÓN *(Cuba)*, AVIDOR *(Israel)*, AKRAWI *(Unesco)*, PAYE *(France)* and ANAS *(Afghanistan)*.

Separate education for boys and girls had been introduced on educational grounds. It appeared that physiological and psychological factors called for a different curriculum for each sex, and for a period of ten years that system had appeared to be satisfactory. Gradually the advantages of coeducation, however, had become apparent, and had therefore been reintroduced in the larger towns of the Soviet Union.

The State was responsible throughout the Soviet Union for the preparation and publication of school textbooks. The governments of the federative republics also published textbooks. To that end the services of specialists had been utilised and competitions with large amounts of money as prizes had been held. Modifications had been made in the textbooks for certain subjects, as for example mathematics.

In the Soviet Union education in ethics was based upon the materialist spirit. After the October Revolution the separation had been made between Church and State ; lay education was the rule and was based on the principle of anti-religious materialism.

The Soviet Union was confronted with many problems in the educational field. There was the problem of giving all the workers an opportunity of acquiring a wider culture, and the problem of giving more and more extensive education. Foreign language teaching also created a problem. The network of higher educational establishments had been enlarged ; the principal problems were connected with the introduction of polytechnic education, in the framework of the development of technical education as a whole. It was of interest to note that the shortage of teachers appeared to have been overcome.

A knowledge of universal, world culture was the real basis of all the curricula. While stress was laid on the importance of the Russian participation in the common heritage of mankind, a matter which had been underestimated in the past, sentiments of respect for all races and peoples were likewise inculcated in the children, since they all had a contribution to make to that heritage.

There existed in the Soviet Union a secondary education cycle of a duration of ten years, on the basis of which technical education had recently been built. Such education afforded not only an introduction to the humanities but also to the physical and biological sciences, and had made it possible to raise the standard of knowledge and to train skilled workers. Plans were being made for a wider and more extensive basis for secondary education, because the schools should cater for every field.

The increase in the number of pupils was a logical consequence of the campaign for literacy and the introduction of secondary education in the countryside. The ten-year school cycle had been introduced in the towns, and was about to be introduced into the villages. The increase in the number of schools corresponded to the Soviet Union's increase of population.

Report from the Union of Burma

Mr. Sein *(Union of Burma)* commented on the report on educational progress in 1954-1955 and then replied to questions from Messrs. El Nemir *(Egypt)*, Elvin *(Unesco)*, and Anas *(Afghanistan)*.

Parents were sending their children more and more to the State schools, the number of which was steadily growing.

Before the attainment of Independence, the government had been granting subsidies to private schools. It was hoped that it would gradually be possible to bring the latter under regulation and that steps could be taken to ensure that their curricula were more in conformity with those of the State schools.

Each school district had an inspector in charge of administrative and financial matters.

In order to enable pupils to develop their individual aptitudes, new subjects of study, such as manual work of various kinds and gardening, had been introduced into the secondary curricula.

Report from the Ukraine

Mr. Doudnik *(Ukraine)* introduced the report on educational progress in his country in 1954-1955, and answered questions from Messrs. Reimers *(German Federal Republic)*, and Paye and Gal *(France)*.

Two hours a week were devoted to physical training and pupils had to pass tests in gymnastics, physical culture, etc. Sports competitions in which the majority of the pupils took part were also organized, not merely on the local and regional level but also between the schools of the various republics of the Soviet Union.

The technical and agronomical clubs mentioned in the report concerned themselves with the study of a particular subject in the curriculum, and met once a week after school hours.

The experimental plots which the government made available to schools were of assistance in the practical application of theoretical knowledge acquired in biology, agronomy, and so on. These plots might be considered as laboratories in which the children, under the supervision of the teachers, carried out scientific experiments.

Report from Thailand

Mr. Attagara *(Thailand)* commented on the report on educational progress in his country in 1954-1955.

Mr. Elvin *(Unesco)* wished to give further details regarding the International Institute which Unesco had established in collaboration with the Thailand government in order to study under which conditions the educational practices and ideals of a given country could be successfully transferred to another country. Many governments were spending large sums to give their young people education and training in countries in which the conditions were different from those existing at home. There arose therefore a problem of adaptation which called for study.

The Chairman proposed as Rapporteurs for items I and II of the agenda Mr. C.D. Hutchins, for the financing of education, and Mr. Louis Machard, for the teaching of art.

(Messrs. C.D. Hutchins and L. Machard were elected Rapporteurs.)

Report from Switzerland

Mr. Grandjean *(Switzerland)* introduced the report on educational progress in 1954-1955 and then replied to questions from Messrs. Avidor *(Israel)*, and Saint-Victor *(Haiti)*.

All educationists and the heads of the cantonal and federal departments were of the opinion that the variety of the Swiss school system was a source of wealth and development for education. The very variety of the system was one of the reasons for its success. Moreover, by reason of the four languages spoken, the different religions practised in the country, etc., a unified education system might not correspond to the social requirements of the population.

The Federal *maturité* (the secondary school leaving examination) was organized with a view to entrance to medical studies. But in actual practice all pupils who had not attended an official secondary school were obliged to take the *maturité* under the auspices of the Federal Commission.

Terms spent in another Swiss university were granted recognition. A large number of students from the German-speaking part of Switzerland came to take their first term of medicine in Geneva, such studies being governed by federal regulations. In connection with secondary education, however, a period of adaptation was in some cases required.

(The meeting rose at 6.10 p.m.)

THIRD MEETING

Tuesday, 5th July, at 9.30 a.m.

Chairman: Mr. G.A. Raadi

Financing of Education
(General Discussion)

The Chairman declared the meeting open and announced that the session would be devoted to general discussion of the problem of financing education.

Mr. Hutchins *(United States)*, Rapporteur, presented the introductory report (given in full on a later page) on item I of the agenda : the financing of education.

The Chairman thanked the Rapporteur for his excellent survey, and opened the general discussion.

Mr. Grothusen *(German Federal Republic)* welcomed the discussion since the situation in the world turned always upon questions of finance. Those who dealt with the financing of education found themselves in

somewhat of a dilemma. On the one hand they were besieged by justifiable requests from schools and of those working in the field of education, and on the other hand they were obliged to submit to the decisions of finance ministers who were not always in a position to satisfy the demand. Their task was therefore twofold : (a) to satisfy the needs of education, (b) to consider the possibilities of national finance. One of the first difficulties encountered concerned the comparison of the respective position in different countries, their financial circumstances being closely linked to the whole of their economic structure.

Referring to the statistics given in the working paper distributed to Delegates, he emphasized that it might be dangerous to draw conclusions therefrom. Those statistics were based in part upon rates of exchange. The official assessment however, of each country's contribution to the financing of education could not be considered as a basis of comparison in view of the fairly considerable fluctuation in the rates of exchange and in internal purchasing power.

It would therefore be necessary, in the Recommendation of the Conference, to suggest steps to be taken to enable comparisons of financial data to be made.

Mr. Orlov *(U.S.S.R.)* pointed out that the system of financing education in each country, including the Soviet Union, corresponded to the particular characteristics and needs of that country. The Soviet Union had never failed to do everything possible for the cultural development of its population, and comparative figures of expenditure in the field of education before and after the Revolution clearly showed the enormous progress that had been made. It would suffice, for example, to point out that school expenditure per head of the population had increased from 27 to 360 roubles, the figure just before the war being 60 roubles. The budgetary position in the field of education was also most satisfactory ; the education budget occupied second place (after that of agriculture), and was increasing at a far greater rate than that of other fields. The amounts allocated to education during the second five-year plan were five times as great as those granted during the first five-year plan ; in certain particularly under-privileged regions where in the past only one person in a hundred and fifty had been able to enjoy the benefits of education, the proportion today was one in five. The financial resources available for education were improving as the national economy as a whole progressed. The budget derived from three sources : the government of the Union, the authorities of each republic, and local authorities. As the revenue of each of these three sources was constantly increasing the school services were guaranteed and assured. The Ministry of Finance provided the funds, but the Ministry of Education was responsible for the use of them, and it was therefore necessary to plan so that distribution corresponded to needs and so that each institution thus received sums in proportion to its number of pupils. In conclusion, it should be pointed out that the source of the satisfactory development in the field of education was to be found in the Soviet Constitution, which guaranteed each citizen the right to free education.

Mr. El Nemir *(Egypt)* was of the opinion that the preface of the distributed study on financing gave a very clear statement of the difficulties

involved in the collection of data on educational expenditures. Government officials should be trained for the job of providing such data. In the case of Egypt the educational budget, as reported to Unesco and I.B.E., amounted to £E 28,731,100, representing 11% or 12% of the overall State budget. Other Ministries, however, also contributed to the financing of education, total expenditure for 1954-1955 thus amounting to £E 40,004,515, i.e., 20% of the national budget.

Mr. GAL *(France)* trusted that discussion of the technical and administrative aspects would not divert attention from the problem itself. It was of course essential to ensure the financing of education, but the organization of financial systems must be subordinate to the ultimate purpose, the training of the child. It was clear that no single overall solution existed. The financing of education depended largely on the economic and social structure of a country. It was possible, however, to discern two general trends : first, to appeal to the State, and, secondly, to appeal to individual or private concerns. Both systems had advantages and drawbacks.

Financing of education by the State was desirable on economic grounds : education was costing more and more and covering a longer period of the pupil's life. The State, however, should not supplant the parents but rather help them in their task of bringing up their children, by making it easier to secure a more thorough education. Moreover, even though private concerns might be more efficient in the field of vocational education, it was not desirable to leave the training of children entirely in their hands, since general education should not be limited to the utilitarian vocational field.

The system adopted in France left room for both private enterprise and State action. In general, private concerns collaborated in vocational training, and left the task of organizing general education to the State. In cases where they themselves organized general and vocational training, they did so under State supervision. The goal of the Ministry of National Education was respect for individual freedom and private initiative in the context of collective responsibility.

Mr. BOREL *(Switzerland)* remarked that the extreme diversity of national educational systems made a comparative study of educational financing a very difficult matter. It was necessary to give an exact definition of educational expenditures ; in their replies to the questionnaire of the International Bureau of Education some governments gave under that heading only expenditures on public schools, while others included expenditures on extra-scholastic activities, health services, adult education, etc. It was also necessary to define the real value of the various national currencies, showing what was the purchasing power, for example, of the teachers' salaries shown in reports or replies to questionnaires.

Mr. WILLETT *(United States)* thought that it would be very difficult for the Conference itself to establish such a comparison, the proper task of the Conference being to formulate Recommendations, not to do research.

Mr. ROSSELLÓ *(I.B.E.)* sought to clarify the purpose of the general discussion which, as Delegates realized, preceded the work of the committee responsible for formulating a draft recommendation. It would be of

interest to hear the opinions of Delegations on the main problems of educational finance, e.g., was it desirable for the question of educational finance to appear in State constitutions? Should basic laws stipulate a minimum percentage for the expenditure on education? Should the greater part of financial responsibility be borne by the central authorities or by local administrations? Should educational appropriations be found from the general budget directly, or should special taxes (on property, beer, tobacco, horse races, etc.) be imposed? Should teachers' salaries, investment costs (school building, etc.) be borne by the central authority or by the municipalities? Should the younger generation be made to contribute (by means of loans) to investment costs? Beside those problems there were those of the five-year plans, the financing of private education, direct or indirect assistance from abroad granted to certain countries, etc. It would be advantageous if all such problems were dealt with during the general discussion. It was not necessary to be an expert in financial matters to take part in a discussion of them.

Mr. VÁCLAVÍK *(Czechoslovakia)* explained that in the Czechoslovak Republic all expenses (buildings, installations, salaries, wages, etc.) were entirely provided for by the State budget, in which they appeared either as expenditures of the central administration or of the national committees. The funds to cover the material requirements of education came exclusively from national revenue, the greater part of which was supplied by the socialist economy, only a quite insignificant part coming from taxes on the population. The increase in the education budget was in harmony with the planned development of the national economy.

Mr. RUBIO *(Spain)* suggested that each of the items on the detailed agenda should first be gone into; definite questions or statements bearing on those points could then be made.

Mrs. NETCHIPOROUK *(Ukraine)* stated that in her country education was financed by the government. The government's appropriations made it possible to increase the number of schools at all levels, including pre-primary establishments and libraries. The length of schooling, formerly six years, was at present ten years. The number of schools had risen to 16,898, an increase over the 1946 figure of 60%. The number of pupils had risen to 3,183,000. The granting of new appropriations would make it possible to set up schools, kolkhozes, etc. Two hundred and fifty-nine schools, catering for 94,800 pupils, had been established in the mining areas, and were partly financed by the industrial and mining undertakings. It would be a good idea to increase governmental appropriations and reduce military expenditures, to increase educational budgets and abolish discrimination of every kind. Ukrainian educationalists were continuing to raise the people's level of education in order to inculcate in the rising generation a spirit of understanding and respect for others.

Mr. ANAS *(Afghanistan)* deemed that the documentation prepared by the International Bureau of Education and the statistics provided by Unesco would improve knowledge of the position in each country. By studying the different methods in use it might perhaps be possible to discover new methods for a better distribution of educational expenditures.

Mr. GROTHUSEN *(German Federal Republic)* said that in his opinion it would be difficult to discuss technical questions in such a large assembly as the present Conference. He suggested that the Conference begin the general discussion by studying certain concrete questions, primarily that of whether constitutional laws should include provision for the financing of education.

Mr. CALÓ *(Italy)* emphasized the need for the Conference to express its views on the points to be submitted to the drafting committee.

Mr. SAINT-VICTOR *(Haiti)* pointed out that it was rather difficult for certain countries to commit themselves to the policy which certain Delegates had indicated as being in force in their countries. In actual fact, the system of financing did not depend entirely upon the Ministries of Education and Finance, but on a number of other factors, such as the degree of industrial development. It was difficult, for example, for a country whose economy was based almost exclusively on agriculture to ask its struggling industries to accept responsibility for a share in educational expenditure.

Mr. GROTHUSEN *(German Federal Republic)* felt it would be unwise to include articles, laying down over-precise instructions for the financing of education, in the constitution of a country. The financing of education was in fact closely linked to economic development, which in its turn was dependent upon unpredictable outside circumstances. It was therefore preferable to deal with the subject of financing within the frame of ordinary laws and regulations, which could easily be revised and amended.

Mr. PAYE *(France)* felt it was desirable to determine whether it was possible, for example, to establish directives for financing in a federal country, as was done in unitarian countries such as his own. With regard to the establishment of a fixed percentage of the total budget of a country to be allocated to education, he pointed out that in determining such a percentage it would be necessary to take the degree of evolution of that country into account.

He further pointed out that it was impossible to make good any considerable arrears in the space of a few years. For that reason it was necessary to consider alongside the various five-year, four-year and annual plans, the possibility of long-term plans.

Mr. ELVIN *(Unesco)* hoped that the Conference would have the courage to become a deliberating body. All those present were working under different combinations of cultural and social circumstances, but the discussion of common problems could enable them to find the solution to certain questions.

It was sometimes thought that the Minister of Education and the Minister of Finance were natural enemies. An ideal solution would be that proposed by Plato ; he said that the Minister of Education ought to be the Prime Minister, thereby having full authority over the Finance Minister. When the Finance Minister imposed a limit for educational expenditure, two replies could be made : (a) to argue that it was not possible to raise the standard of living without first increasing expenditure

on education, in other words to stress the importance of enabling everyone to read and to write, and then of providing professional training ; (b) to assert the importance of training a class of semi-intellectuals and of developing higher education in line with progress on the industrial and technical levels.

Mr. ATTAGARA *(Thailand)* said that certain parts of the questionnaire on the financing of education had been wrongly interpreted by his country. The education budget amounted to 16% of the total national budget, 20% of the latter being constituted by donations. The public gave its aid to local schools. Special taxes had been introduced for educational purposes and for the financing of health services. The Ministry of Health and the Ministry of Agriculture also financed schools. The amount of foreign aid was of the order of 40 millions. The regional or local administrations should be responsible for the financing of education and should raise taxes for educational purposes, whereas the national administration ought to allocate funds to the local or regional administrations and also have at its disposal special funds for financing education. Industrial concerns should be required to meet certain obligations, particularly with reference to vocational training. A campaign should be launched to convince the public of the value of expenditures on education. Central, regional and local administrations and school authorities should make plans for emergency measures to cope with problems of school building, recruitment of teachers, etc.

Mr. LUKATELA *(Yugoslavia)* observed that it would be more and more difficult for countries to face financial requirements in the field of education. Compulsory education, modern methods of teaching, and increase of population also contributed to an increase in those requirements. He believed, however, that the financial problem in that field stemmed from the fact that the greater part of material revenues was devoted to war reparations or armaments. That was why his Delegation considered that the Conference should stress the fact and that the points should be included in the Recommendation of the Conference to the various governments. The Conference should state that a peace-loving attitude in national policy would free large sums of money which could be devoted to education. He was convinced that stressing that point of view in the discussion on financing education would certainly help the younger generation. No mere financial technique could solve the problems of improving the material basis of education, especially in underdeveloped countries.

Mr. D'ROZARIO *(India)* said that in his country the percentage of the national budget to be devoted to education was not fixed by law, as this might have a restrictive effect. The various branches of education were financed according to availability of funds and urgency of need. The provincial governments were responsible for public education, but in order to ensure a uniform development and to improve standards in the various levels of education throughout the country, the federal government granted the provincial authorities subventions in proportion to their expenditure, this proportion varying according to the level of education and the needs.

Mr. BARNES *(Liberia)* felt that there were many ways of ensuring the financing of education. It was obvious that the financing of education depended upon the economic conditions of the country ; the resources of his country were insufficient but the authorities were doing their utmost to ensure that the educational system functioned in the best possible manner.

Mr. CHO *(Korea)* considered that it was impossible to envisage a system that would be universally applicable. He therefore felt that it would be extremely useful to be able to compare different systems, and hoped it would be recommended that an expert commission with consultative status visit countries which were still struggling with special difficulties and assist the responsible organizations with advice.

Mr. OJA *(U.S.S.R.)* drew the attention of Delegates to a document which his Delegation had already distributed to them, and which included an article on the training of teachers in Estonia. The percentage of the total budget allocated to education, amounting to between 8% and 9% in that republic in 1939, increased sixfold in 1940, the year in which the Soviet Socialist Republic of Estonia first came into existence. Expenditure per pupil was 413 roubles in 1941, and 1,004 roubles in 1954. Teachers' salaries had doubled since 1941. The school buildings destroyed during the war had now been reconstructed. School libraries contained from 250 to 12,000 volumes. The sum of 4,502,000 roubles had been spent on extra-scholastic activities. Competitions and song and sports festivals were organized for young people. During the summer holidays 36 camps catered for 12,000 pioneers.

Mr. RAFFERTY *(Ireland)* felt that extreme caution should be exercised in the matter of recommending that a certain minimum percentage of total budgetary funds should be devoted to education. In his own country, if the percentage ten years ago was compared with that of the present time, it was seen that the increase was not very large. The reason was that there had been a large increase on social services. The whole budget had grown and expenditures on education had almost doubled, although the increase showed as only 2% in relation to the total budget.

Moreover, as regards the relationship between the funds provided by the central government and by local authorities, there could be no fixed and rigid rules on the subject. In Ireland, for example, the central government had to give a larger contribution when the plan was a very extensive one than when the plan was a limited one. Again, in parts where the population was sparser, the local authorities were not in a position to find the necessary amounts, and the State had to contribute more generous assistance.

Regarding a point in the statement by the French Delegation about the technical training of apprentices, for which the State should intervene on an increasing scale, he pointed out that it was sometimes difficult to make changes in that field. Moreover, in certain cases the State would be very glad to receive aid from industry.

Mrs. DOUBROVINA *(U.S.S.R.)* considered that it was difficult, if not impossible, for the Conference to recommend uniform solutions for the technical problems of financing education. There were, on the other hand, certain points which might well appear in the Recommendation the

Conference would be asked to make: (a) the need to bring about a permanent increase in the appropriations for all fields of education, that measure going hand in hand with a reduction in military budgets; (b) the need to give the State the major role in financing education, which however did not rule out recourse to other resources; (c) the exclusion of any form of discrimination based on race, sex, language or religion.

As to whether the financing of education should be governed by constitutional articles, that was a matter for every country to decide according to its own conditions. In the Soviet Union constitution the right to education was not only proclaimed but also guaranteed by concrete measures. Lastly, several Delegates had alluded to the antagonism between Ministries of Finance and Ministries of Education. In the Soviet Union that opposition did not exist, for the basic unity in the standpoints of both Ministries always made it possible to reach a fair solution to any possible differences of opinion and to bring about a steady increase in the educational budget.

Mr. McGranahan *(United Nations)* stressed the importance that the United Nations attached to the deliberations and the Recommendations of the International Conference on Public Education, sponsored jointly by Unesco and the International Bureau of Education. The UN Preliminary Report on the World Social Situation, published in 1952, and the International Survey on Social Development, published in 1955, both contained chapters on education, prepared in co operation with Unesco, which would show at a glance how much reliance was placed on information disseminated through the International Conference on Public Education. Of all the problems confronting economically under developed countries, the problem of financing social development programmes was one of the most difficult, not only in education but also in other social fields. In view of the urgent requirements for public health, agricultural development, etc., education must often compete for funds with other highly desirable programmes. It was difficult to lay down the percentage of national income that ought to be earmarked for education. The United Nations did not wish to suggest any answers to the question of financing education, but would draw the attention of Delegates to Chapter XII of the International Survey on Social Development, where the general question of financing programmes of social development is discussed.

(The meeting rose at 12.35 p.m.)

FOURTH MEETING

Tuesday, 5th July, at 3 p.m.

Chairman: Mr. G. A. Raadi

Report from Sweden

Miss Nygren *(Sweden)* introduced the report on educational progress in her country in 1954-1955.

The CHAIRMAN thanked the Delegate of Sweden for her interesting report.

REPORT FROM THE UNITED KINGDOM

Mr. PEARSON *(United Kingdom)* presented the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. SAINT-VICTOR *(Haiti)*, UMREIKO *(Byelo-Russia)*, ANAS *(Afghanistan)*, CALÓ *(Italy)*, Mrs. JOBORU *(Hungary)*, and Messrs. D'ROZARIO *(India)*, BARBAG *(Poland)*, REIMERS *(German Federal Republic)*, and AVIDOR *(Israel)*.

Vaccination was a responsibility of the local authorities and was optional.

Local authorities were responsible for holding secondary school entrance examinations, general knowledge examinations, and various other tests.

Corporal punishment was now extremely rare and was allowed only under the supervision of the headmaster, local authorities also exercising some control in that field.

The problem of recruiting science and mathematics teachers had become acute ; industry had been asked to cooperate, teachers were encouraged to prolong their teaching life and postpone their retirement, special courses had been organized for in-service teachers, and the salaries of the various categories of teachers had been considerably increased.

Training courses for specialized teachers, organized by the local authorities and the Ministry of Education, had existed for many years, and had been extended.

To deal with the scarcity of teachers an emergency teacher-training scheme was introduced after the end of the war or even a little before that time. Individuals who had completed their military service were able to take a special one-year training course which was followed by two years of practical training ; 38,000 teachers were recruited in this way. At the same time the normal training programme was carried out in the teacher-training colleges, and the facilities had been much extended.

Every headmaster was responsible for the organization of his curricula, school inspectors being available to give advice in this respect and to supervise the general level of education.

The problem of juvenile delinquency, common to all countries, was dealt with by various methods : youth movements, improvement of the educational system, etc.

There were practical limits to the number of subjects taught in schools. To a certain extent examinations provided a common basis for study in all secondary schools which prepared pupils for examinations. Certain problems occurred when a pupil changed from one school to another ; the teaching of languages for instance differed as between a secondary modern school and a grammar school.

The education of the blind was not necessarily carried out by blind teachers themselves. It was in fact extremely unusual to find a blind teacher in a school for sightless children.

Report from Roumania

Mr. Bujor *(Roumania)* presented the report on educational progress in his country in 1954-1955, expressed the desire that a future International Conference on Public Education would deal with the problem of publications, in particular that of scientific publications for students, and the contribution of scientific societies to scientific training, and then replied to questions from Messrs. Paye *(France)*, Caló *(Italy)*, and McCusker *(Australia)*.

The curriculum of evening schools was the same as that of the ordinary junior secondary schools, but extended over four years instead of three.

Classes for pupils belonging to national minorities were sufficiently numerous to enable all parents desirous of sending their children to such classes to do so. Further information on this subject would be supplied to Delegates interested in the question.

The curriculum for higher education was established for each branch with the collaboration of experts and teaching staffs.

The only bodies organizing holidays or rest cures were the trade unions; that was not only true of the teaching profession but also of the other professions or trades.

The revenue from school taxes formed an almost negligible part of the State budget (about 0.005%).

Report from the Netherlands

Mr. de Bruyn *(Netherlands)* commented on the report on educational progress in his country in 1954-1955, and answered questions from Messrs. Reimers *(German Federal Republic)*, and Gal *(France)*.

Private education and public education were on an equal footing, and the government's attitude was the same in both cases. Private schools were free to draw up their own curricula, and teachers in such schools received the same salaries as their colleagues in public schools.

The handicraft education mentioned in the report was limited to the general teaching of manual subjects, and did not come within the field of vocational training.

Report from Pakistan

Mr. Husain *(Pakistan)* commented on the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. Caló *(Italy)*, Paye *(France)*, and Hutchins *(United States)*.

The vocational colleges were of two types: colleges giving diplomas (secondary level) and university colleges giving degrees. The Domestic Science College at Karachi was an institution of an experimental nature at secondary level for girls.

The length of secondary schooling in Karachi had been reduced from six to five years simply for purposes of uniformity and to bring the Karachi schools into line with those in the rest of Pakistan.

The Pakistani Physical Education Council was a body dealing with physical education in schools on the national level, whereas the Pakistani Sports Control Commission dealt with the supervision of sports in general.

There was no connection between the Institute of Islamic Culture, which was an institution of a scientific nature for the promotion of research in the field of Islamic culture, and the mosque schools, which were elementary schools catering for children in villages having no school. To train teachers for such schools, emergency six-month experimental training courses were organized for the *imams* of the mosques.

Even in villages possessing a school, it was not always easy to persuade parents to send their children to it as they preferred to use them for work in the fields. The purpose of the movement known as the "Village Aid Program " was to sway public opinion in favour of education.

As regards the establishment of university colleges and other higher education establishments, a struggle was going on between the supporters of a rapid rise in the number of such institutions and those who would prefer an improvement to be made in the quality of the education.

(The meeting rose at 6.20 p.m.)

FIFTH MEETING

Wednesday, 6th July, at 9.30 a.m.

Chairman: Mr. G.A. RAADI

FINANCING OF EDUCATION
(GENERAL DISCUSSION CONT.)

Mr. BUJOR *(Roumania)* referred to the great progress achieved by his country in the field of education. The cost was met directly by the State, either through its central administration, or through the people's committees whose budgets formed an integral part of the State budget. Modern education required ample finance, and educators were therefore particularly grateful to Unesco and the International Bureau of Education for having placed the question on the agenda of the International Conference on Public Education. He thought that the Conference should state clearly in its Recommendation that expenditure on education should have priority over military expenditure, and he supported the proposal made to that effect by the Delegate of the U.S.S.R.

Mr. AKRAWI *(Unesco)* wished to give a certain number of concrete examples of problems concerning the financing of education. In certain Western countries the number of children between six and twelve years attending school represented 8% to 12% of the population, whilst in the Middle East, Asia and Africa that percentage could be as high as 15%, 16%, 17% or even higher. In some countries the percentage was twice as high as that in European countries, where income was four or five times greater. In many countries the situation was a difficult one. In India, for example, where the total population was 360 million, 50 million children attended school for a period of only five years. In that and many other countries, superhuman efforts were being made to improve the situation. That was why the question of international aid had been raised.

He described the case of a country which he knew intimately, a country of 5 million inhabitants of whom a mere 1% was attending school in 1920. The central government was, and is still, responsible for financing education. After a few years the financial burden became extremely heavy, and it was suggested that it might be advisable to ask the local authorities to make some contribution. Almost ten years ago the local authorities were called upon to assume responsibility for the administration of primary education. A curious thing happened. The provincial governors nominated by the Ministry of the Interior began to intervene in all educational matters and even started to transfer teachers without consulting the provincial directors of education. The transition problem arose of the division of administrative responsibilities between the local and the central authorities. There were provincial and municipal councils, but these were weak bodies with limited power, and in fact most decisions rested with the governor. The question therefore arose : if one wished to decentralize the administration and financing of education, would it not be necessary to set up democratically constituted local councils, with the necessary administrative and financial powers, in particular the power to levy taxes ? As the local authorities did not have the necessary funds, they asked the central government to make the necessary appropriations from the central budget. That procedure, of course, went against the original intention, since decentralization does not make sense if all funds continue as before to come from the central government. Local authorities must therefore have power to levy taxes. The country in question did not levy taxes on farm land and property, but on farm produce. The experience of other countries with regard to the type of taxes levied by their central and local authorities would be of great help.

Mr. Rubio *(Spain)* wished to make a remark about the working documents before the Conference. While appreciating that some reservation should be made as to the value of statistical data, as being subject to currency fluctuations, financial and social conditions, as well as to administrative organization, he considered nevertheless that they were useful and served as a stimulus, and he accordingly expressed his thanks to Unesco and the International Bureau of Education.

The fixing in constitutional laws of a percentage of expenditures to be devoted to education, was possibly not advisable, in view of the lack of flexibility. There was nothing, however, against the idea in the case of ordinary acts, and such provision might act as a stimulus, although it could in practice be made through budgetary laws.

As regards the share to be borne by each administration, he deemed that it was admissible, provided the idea was not made one of rigid principle, for local authorities to assume financial responsibility for compulsory education, regional authorities for vocational education, and central authorities for higher education. On various grounds, however, a mixed system was admissible. The main thing was to ensure coordination, so as to avoid all duplication of effort. With this end in view Spain had established a technical secretariat in the Ministry of Education, and an office for the coordination of the financing of the various levels of education.

All funds were welcome in order to finance education. It was necessary, besides coordinating the various efforts, to convince the various private

concerns of the utility of expenditure on education. In the same way it was necessary to encourage long-term loans. Spain favoured free schooling and consequently endeavoured to limit enrolment fees.

Pre-primary education was mainly a family obligation. As to the financing of technical and vocational education by private concerns, it had to be remembered that vocational training must serve, not merely the interests of such concerns, but also of education and technical advance.

As to public authorities' contributions to independent schools, he believed that such aid was necessary. Public organizations should never restrict any initiative whatsoever providing it was a responsible one.

Mr. GUECHKOV *(Bulgaria)* supported the suggestion of the Soviet Union Delegation that the various countries be recommended to reduce expenditure on armaments and to devote the money thus economized to education. He explained that the financing of education in Bulgaria was undertaken by the State. Sums were set aside each year for the construction of new schools and for the supply of school equipment. During the past ten years, 929 schools and one factory for producing school equipment had been built. Considerable sums were also spent on extra-curricular activities.

Mr. KUO YU SHOU *(Republic of China)* stated that in his country financial responsibility was distributed roughly as follows: the central government bore the expense of higher education, provincial governments were responsible for secondary education, and the municipalities covered the cost of primary education. The constitution stipulated that expenditure on education should amount to a minimum of 15% of the national budget, 25% of the provincial budgets and 35% of the municipal budgets. Those conditions had been fulfilled on all but the national level, the reason for the latter being military necessities. In his opinion, constitutional documents should not lay down over-rigid rules, but there was a minimum below which one should not go.

Mr. SULAN *(Hungary)* observed that the Hungarian constitution guaranteed workers the right to education, and that education was free at all levels. The State budget covered the entire expenditure on primary and secondary education, and Hungary did not receive any foreign aid. Universities had their own budgets and formed independent economic units. Schools of agriculture, schools of applied and fine arts, and industrial schools did not come under the Ministry of Education but under other Ministries. Certain concerns sponsored schools, as did parents' associations and collectives. All of those measures tended to reinforce the ties between school and society. He considered that the Conference could not advocate uniform solutions, for such solutions are determined by the economic and social systems of the various countries. He supported the proposals of the Delegates of the Soviet Union and Yugoslavia concerning disarmament.

Mr. AVIDOR *(Israel)* wished to stress the difference between developed countries and under developed countries. In the former, illiteracy was to all intents and purposes non-existent, and education was highly developed. The characteristic feature of underdeveloped countries was

that local administrations had practically no part in the financing of education. Such a situation was not advisable, as the administration of education ought to be the result of collaboration between the people, the administrators, and the educators. The central government might temporarily, for the sake of expedience, assume entire responsibility in matters of finance, but there should be an ever-growing trend towards decentralization by the appointment of district officials and the development of local authorities. There should be no differences in educational opportunity between the various localities in a given country. An international fund ought to be set up to assist the underdeveloped countries so that they could face the problems of school building and teacher training.

Mr. BARBAG *(Poland)* stressed the fact that in his country education was entirely free, and a large number of scholarships were granted. He trusted that in the Recommendation reference would be made to an increase in the education budget in each country and to free tuition at all levels.

Mr. EL NEMIR *(Egypt)* held that the phrase " expenditure on education " should be defined as far as possible, despite the difficulty of doing so, and that the Conference should attempt to delimit the financial responsibilities of the various administrations, in the Recommendation it was to formulate.

As regards the coordination of central, regional and local activities a permanent council on public services had been set up in Egypt. The council came under the Cabinet, carried out surveys, and supervised the execution of projects and reforms. During the coming five years regional councils would be created for the coordination and supervision of local activities.

Mr. MOFFATT *(Canada)* supported the remarks of the Delegate of Israel concerning the importance of strong and well-established local administration in educational matters. For historical reasons the local authorities in Canada enjoyed a large measure of autonomy and took over a large part of educational expenditures. Such a system had undoubted advantages. The fact was that such financial obligations inculcated in local authorities a keener sense of responsibilities. When there was any question of experimenting with new methods, moreover, those authorities were in closer contact with the public and with parents. Collaboration between the central government and local authorities was of the following kind. The former established an overall minimum programme, and the latter were asked to meet the resulting expenses to the extent of their financial resources, and to meet the difference between the financial resources of the communes and the cost of the programme. Each local authority could, of course, do more than the programme laid down. It would therefore be appropriate for the Recommendation adopted by the Conference to envisage the possibility of leaving a larger share of responsibility in the financing of education to strong, well-organized local authorities.

Mr. CALÓ *(Italy)* stated that he was strongly against the inclusion in the constitution of a compulsory percentage of total expenditure, to be devoted to public education. The prior determination of such a percentage could not cover all the eventualities and needs which might

arise, nor could it exclude the possibility of a reduction in the State's expenditure on schools through exceptionally favourable but unpredictable conditions. It would be ill advised, and even definitely prejudicial to the result desired, to try to reduce the share entrusted to private initiative and independent schools. What it was important to know was whether the efficiency of independent schools, either from the financial or the educational point of view, matched the contributions that the State was prepared to make to them. The Italian Delegation associated itself with the remark made by the Delegate of Yugoslavia. It was certain that the bringing about of a peaceful atmosphere and a progressive and real reduction in armaments would create very favourable conditions for the adequate financing of public education. He thought that the present Conference, might, among other things, approve a Recommendation that would proclaim the relationship existing between a peace policy and education policy. It seemed to him desirable to encourage governments to draw up five-year plans and to earmark the necessary amounts for their fulfilment. The particular interest of certain social classes or certain localities might also be enlisted by imposing taxes especially intended for scholastic and educational institutions. National loans might be considered.

It was obvious that certain industrial, agricultural and other bodies had a direct interest in the improved organization and greater dissemination of technical and vocational education, and in some cases of primary education. There would be no disadvantage in envisaging a compulsory contribution from such concerns.

As regards schools for which Ministries other than the Ministry of Education were responsible, Italy had carried out a progressive and almost total unification. That was why Italy was in favour of such unification.

The abolition of enrolment, examination and certification fees would weigh heavily on certain countries, including Italy. While it was necessary to provide exemptions, grants, and scholarships for those who had not sufficient means, there was no reason why the others should not pay for the services which cost the State so much.

Mr. GAL *(France)* wished to outline a few general principles, arising from the general discussion. If the Conference was not to be called upon to propose uniform solutions to the problem of financing education, it could nevertheless establish general directives which could be adapted to meet particular circumstances. As regards the sources of funds, it might be both necessary and desirable in underdeveloped countries to use all possible means for raising funds, but certain facts arising in the normal course of evolution should not be overlooked. The first of these facts was that it was unwise to rely too much on assistance from parents (that would only accentuate social inequality) and that all school fees should be abolished as quickly as possible. Expenditures on school building were no longer in proportion to local resources, and should therefore be nationalized. Appeals for assistance to agricultural, industrial, and commercial undertakings concerned with training apprentices, were desirable, insofar as their resources enabled them to give it. A certain balance between economic and professional development would result from this mode of action.

It was harmful to include clauses in the constitution determining the responsibilities of the community or fixing a percentage for the education budget, since that hindered future development and evolution. It was possible, however, to fix a minimum and to use special methods to meet special situations (loans or special taxes to finance the extension of compulsory schooling, for example). He fully endorsed the hope expressed by the Delegate of Yugoslavia that expenditure on armaments would be reduced in favour of education, to accomplish which a major campaign, with the assistance of trade unions, parents' associations and the press, would be required to rouse public opinion.

The financing of schools to a some extent by other Ministries (Agriculture, Trade and Commerce, Fine Arts, etc.) led to confusion (overlapping in certain cases, penury in others). Present trends required the grouping of all matters connected with education within the sphere of the Ministry of Education. Regarding the preparation of long- and short-term plans, it was necessary to establish statistical centres which would take into account the evolution of the labour market, on the one hand, and the growth of school attendance and the creation of new schools, on the other.

Mr. POLLARD *(United Kingdom)* reminded Delegates that in financing education in his country the central government played the part of an adviser only, while the local authorities bore entire responsibility in that field. Local inspectors saw that there was a certain uniformity, and also saw to the general direction of inspection activities. The local authorities derived their income from a rate on property, and industry thus participated in the financing of education. The educational system was thus entirely based on local autonomy, and that gave it its strength. The establishment of a fixed percentage for expenditure on education was not desirable as far as the United Kingdom was concerned.

Mr. HOMBOURGER *(J.C.I.T.F.)* extended his thanks to the International Bureau of Education and to Unesco for having invited him for the third time to attend the Conference as an observer. He reminded Delegates that the Joint Committee of International Teachers' Federations was a liaison body constituted by three international federations of teachers, viz., the International Federation of Secondary Teachers, the International Federation of Teachers' Associations, and the World Federation of Teachers' Unions, the membership of which embraced more than 6,000,000 teachers in both East and West. The Joint Committee had as its principal objectives to tighten the bonds of professional solidarity through the exchange of information, the search for common aims, etc., and strictly limited its activity to teaching questions. A first summary report on Recommendations Nos. 36 and 37 had just been drawn up, and it became apparent from it that there was wide acquiescence with both the letter and the spirit of each of the articles in those Recommendations. The establishment in 1950 of a Charter of the Rights of the Child and in 1954 of a Teachers' Charter, both by the Joint Committee, constituted an appeal for world collaboration in the educational field.

Mr. DONNADIEU *(Costa Rica)* stated that in the country he represented, primary education was subordinated to two major principles : compulsion and free tuition. Secondary education was likewise free, but was not

compulsory. Expenditure on education was found out of the State budget, and represented 20% of the nation's overall budget. The appropriations were allotted primarily to official schools, but private and denominational schools also received grants.

Mr. MARTINEZ COBO *(Ecuador)* contended that universal education was the ground of world progress. He could not agree with the principle stated by the Delegate of Italy, according to which the rich ought to pay for the poor ; he, on the contrary, advocated free schooling for all. In his country the principle of free schooling was in force not only in primary and secondary schools, but also in the universities. The State also fed and clothed poor pupils. Expenditure on education was incorporated in the general budget of the country.

Mr. AMMOUN *(Lebanon)* felt that it would be difficult, if not impossible, to ask that provisions concerning financing education be included in State constitutions. In view of the difficulty of making any constitutional amendments, however slight, such a step would even be dangerous, since it might prevent the adaptation of financial provisions to new needs. The immediate aim should be to obtain an increase in education budgets, and that was the direction in which the most useful efforts could be made. It was also difficult to lay down what should be the respective share of national, provincial, and local authorities, for that depended upon the structure of each State.

In conclusion, he felt that the suggestion made by the Delegate of France for the establishment of statistical centres responsible for studying the evolution of the labour market with a view to avoiding intellectual unemployment, represented a new and interesting idea which should be included in the Recommendation.

The CHAIRMAN announced that the general discussion of item one of the agenda was closed, and suggested that the meeting proceed with the election of the drafting committee responsible for preparing the draft of Recommendation No. 40 concerning the Financing of Education, for submission to the Conference vote.

He proposed that that committee should be composed as follows : Messrs. Moffatt *(Canada)*, Orlov *(U.S.S.R.)*, Grandjean *(Switzerland)*, Caló *(Italy)*, Rafferty *(Ireland)*, Taha El Nemir *(Egypt)*, and Hutchins, Rapporteur *(United States)*.

(This proposal was adopted.)

(The meeting rose at 12.10 p.m.)

INAUGURATION OF THE STAND OF THE GERMAN FEDERAL REPUBLIC

Mr. REIMERS *(German Federal Republic)* thanked Delegates for the interest they showed by coming in such great numbers. He conveyed to them the greetings of Dr. Löffler, who had retired from part of his work and could therefore no longer attend the International Conferences on

Public Education, the work of which he so highly appreciated. Mr. Reimers then thanked Mr. Hilker for the untiring efforts he had made in recent years to keep the German stand up-to-date; no one was more qualified than he to present the new stand.

Mr. HILKER introduced the new stand, the aim of which was to give a graphic representation of general data about education in the German Federal Republic and West Berlin, and to exhibit pupils' paintings and other work illustrating the teaching of art, one of the two topics being discussed by the Conference.

Mr. PIAGET thanked Mr. Hilker, and expressed his pleasure at renewing an acquaintance which went back to before 1933. The exhibits, the magnificent album of children's drawings in particular, had aroused the interest and admiration of all present.

INAUGURATION OF THE YUGOSLAV STAND

Mr. LOUKATELA *(Yugoslavia)* introduced the new stand. More emphasis had been given to children's paintings and drawings, and these had been done, individually and collectively, under the guidance of an energetic young teacher, Mr. J. Rocca.

Mr. PIAGET, in the name of the International Bureau of Education, thanked Mr. Loukatela, and also Mr. Vičic, the architect responsible for the style of presentation of the new stand. The drawings exhibited were most striking, and the very fine fresco background would be of interest to both psychologists and teachers.

SIXTH MEETING

Wednesday, 6th July, at 3 p.m.

Chairmen: Mr. Jesús RUBIO and Mr. Henry I. WILLETT

REPORT FROM NORWAY

Miss PEDERSEN *(Norway)* commented on the report of educational progress in her country in 1954-1955, and answered questions from Mr. ANAS *(Afghanistan)* and Mrs. SZEMINSKA *(Poland)*.

In the seven-form primary schools the maximum number of pupils per class was now 30. In rural districts, often sparsely populated and where the schools were not divided into forms, the maximum number of pupils per school was 12. In such districts children went to school every other day. On the day they did not go to school, children helped their parents in farmwork and learnt their lessons for the following day.

English was optional in primary schools. English and German were compulsory in junior secondary classes, and English, German and French in senior secondary classes.

The curricula of rural schools were kept as close as possible to those of the town schools, and the Ministry of Education endeavoured to provide the same facilities for children in country schools as for those in schools in urban areas.

Report from Luxemburg

Mr. Kieffer *(Luxemburg)* introduced the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. Reimers *(German Federal Republic)*, Tribolet *(Australia)*, Václavík *(Czechoslovakia)*, and Vo van Lua *(Vietnam)*.

The International School in Luxemburg operated on special lines. For language study pupils were grouped according to nationality; German and Dutch pupils attended the same lessons, and Belgian, French and Italian children likewise had lessons in common, especially in the lower classes. The existence of the International School was due solely to the presence of the European Coal and Steel Community in Strasbourg. Should that body be transferred elsewhere, the International School would no longer have any justification in Luxemburg.

By " half holiday " was meant an afternoon on which the children were entirely free from school work. They had opportunities, for example, of taking part in sports activities in groups organized by the schools.

The increase in the number of pupils in secondary schools was due to social factors, to the increase for example in the well-being of certain classes. The increased demand was being met by the construction of new schools and the enlargement of existing schools.

The scheme concerning legal studies had not yet been submitted for public discussion.

Report from Liberia

Mr. Thomas *(Liberia)* commented on the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. D'Rozario *(India)*, and Umreiko *(Byelo-Russia)*.

That the number of mathematics and natural science teachers was insufficient at the present time was due to the fact that priority had been given until recent years to literary education. In conformity with the advice of experts from Unesco and other international organizations, the school authorities had devoted more attention to the teaching of mathematics and natural sciences, but it had been necessary to call in foreign teachers for that purpose.

There were several levels of education, from the infant school catering for children from 4-6, through the primary, elementary and secondary levels, to university colleges which students could enter at the age of 19.

(Mr. Henry I. Willett took the Chair.)

Report from Lebanon

Mr. Rida *(Lebanon)* presented the report on the progress of education in his country in 1954-1955, and replied to questions from Messrs. Anas *(Afghanistan)*, Baldas *(Turkey)*, and Saint-Victor *(Haiti)*.

As there was still no law on compulsory education in Lebanon, the law which had just been passed, according to which no child over the age of 6 might enter an elementary school, might bring about a critical situation as a great number of children would receive no education. Pupils could enter private schools at any age, but an attempt had been made to limit the entrance age in State schools because the primary classes were overcrowded. The greatest problem was the lack of buildings and of teachers. The birthrate increased yearly. As primary teachers were not very well paid, they preferred to take up other occupations. Furthermore, it should not be forgotten that Lebanon supplied teachers to all the Arab countries.

Doctors and nurses appointed by the Ministry of Education gave free treatment to pupils.

Report from Japan

Mr. Tanaka *(Japan)* commented on the report on educational progress in his country in 1954-1955, and answered questions from Messrs. Kuo Yu Shou *(China)*, Ammoun *(Lebanon)*, Reimers *(German Federal Republic)*, and Armando Rojas *(Venezuela)*.

The system of school committees had been in force in Japan since the war, and no reform was envisaged in that field. In 1954 the Japanese government set aside 100,000,000 yen for the improvement of schools and school conditions in isolated areas.

The expenditure incurred in the construction of new schools formed part of the budget of the Ministry of Reconstruction.

With a view to standardizing education in the country's schools, the Ministry of Education was undertaking a revision of textbooks, the variety of which created serious problems for teachers.

Report from Israel

Mr. Avidor *(Israel)* commented on the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. Sein *(Burma)*, Anas *(Afghanistan)*, McCusker *(Australia)*, and Václavík *(Czechoslovakia)*.

All masters had to have professional training. Holders of the B.A. or M.A. degree must be specialized in one subject in order to be able to teach in a secondary school.

All pupils were given medical examinations at school from time to time, and a special medical examination had been instituted for older boys and girls prior to leaving on strenuous hikes.

There was no single working method for adult education, but rather a number of varied methods and means of tackling the problem, on the

part both of the national and regional authorities and of the Workers' Federation. Attendance at courses and other activities for adults was optional, but every possible endeavour was being made to attract the largest numbers of participants. In 1955 a request had been made to each adult able to read and write Hebrew to teach at least one other adult to do so.

The aim of the agricultural clubs was to encourage young people, especially those living in towns, to take up agriculture as a profession. The physical training clubs brought together youths and girls in sports activities additional to physical education lessons.

(The meeting rose at 6 p.m.)

SEVENTH MEETING

Thursday, 7th July, at 9.30 a.m.

Chairman: Mr. G.A. RAADI

TEACHING OF ART IN PRIMARY AND SECONDARY SCHOOLS (GENERAL DISCUSSION)

The CHAIRMAN declared the meeting open, and announced that it would be devoted to general discussion of the problem of the teaching of art in primary and secondary schools.

Mr. MACHARD *(France)*, Rapporteur, presented the general report on the teaching of art in primary and secondary schools (see later page for full text).

Mr. LAFUENTE *(Spain)* spoke of the two opposing approaches to art that were clearly outlined in " Teaching of Art in Primary and Secondary Schools " (Unesco-I.B.E. Publication No. 165) : the classical or imitative approach, and the modern approach based on expression. The teaching of art in primary schools was generally based on expression, and aimed at developing the children's creative capacity and awareness. He referred to Miss Hamaïde s booklet, " L'éducation esthétique dans la perspective des arts plastiques ", as being an excellent study of art teaching at primary level. Pupils in secondary schools, on the other hand, were helped by the use of various techniques to reproduce the form of objects ; according to the countries replying to the International Bureau of Education questionnaire the teaching had a utilitarian bias, and the work all tended towards practical application. At secondary level, therefore, the first of the two approaches to art appeared to come into play ; this might possibly be in line with teaching needs, but marked a considerable divergence from the philosophy of the teaching of art. He felt that this was a question which

was outside the scope of the Conference, but which educationists should not neglect. The criterion for the teaching of art at both primary and secondary level should be the children's freedom, their freedom of expression in particular. As teacher in a school of fine arts, he was especially interested in ways and means of discovering pupils with special gifts for art. The direct aims of art education were expression of the children's inner life and reproduction of the external world. The indirect aims were to make the children responsive to the world's call to feeling, and to develop their awareness, and thus to strengthen their spirit and give them more abundant life ; art education should give special emphasis to these aims.

Mrs. Groves *(United States)* observed that many countries were becoming increasingly interested in art education on the international level, as the present Conference showed. In order to ensure a certain amount of world stability it was essential to establish harmonious relations between peoples by making use of fields in which agreement already existed, or new fields where agreement was possible. Art was a language with none of the difficulties and limitations of verbal forms of expression. It was an ideal means of communication and a source of mutual understanding. Furthermore, it was most interesting to note the striking resemblance between the artistic creations of children from different countries.

In the United States, art was generally taught at primary level by the class teacher. Art was compulsory during the first seven or eight years and became optional at the ninth year. It was impossible to establish an average rate of artistic development in children of any given age ; personal aptitudes varied enormously and their development was influenced by too many different factors. Art education, moreover, was not just a matter of a drawing lesson ; it was a very important sphere of general education. It was not just a question of teaching the child to copy, but rather of teaching him to express what he saw, thought and felt.

There had been much improvement in the teaching of art in secondary schools during the past few years. Changes in curricula, a better understanding of education, and the study of problems peculiar to adolescents had enabled art to be given the place it deserved. Other improvements were necessary but could only be made by taking account of the needs of adolescents, and of the significance of art education.

Mr. Ahmed Youssef *(Egypt)* referred to the efforts made by the Ministry of Education in his country to develop the teaching of art in schools, with the following aims : to cultivate the children's taste, to use their capacity to feel as a means of acquiring knowledge, to develop latent artistic talent, and to encourage them to use their manual aptitudes. He emphasized the importance of art education in the complete development of the personality towards a happy and harmonious life. He also stressep the moral value of art education ; by teaching children to seek beauty in all things it developed their spirit and ennobled their sentiments. In order to bear full fruit, however, such teaching should be given by well trained teachers, who had not only mastered the necessary techniques, but were also endowed with the indispensable moral and humane qualities necessary to set an example to their pupils, to awaken their creative faculties, and to help them to enjoy their work.

Mr. JANSEN *(Netherlands)* drew attention to the fact that for some years past there had been a great change in the direction followed in art education, and that it now appealed primarily to the child's faculty of free expression. It would therefore be necessary to take that new orientation into account in working out programmes and teaching methods.

Mr. ARMANDA ROJAS *(Venezuela)* recognized the value of the teaching of art ; it contributed to the development of imagination, manual dexterity, artistic taste, etc. He considered, however, that it was necessary to lighten secondary curricula, which were generally overloaded, and intensify the teaching of art in primary schools.

Mr. ANAS *(Afghanistan)* underlined the necessity of considering art education in coordination with education in manual handicrafts, as the latter enabled art education to be made more accessible to pupils. He regarded handicrafts as a coordinating focus for all the subjects taught in primary and secondary schools, and one that could be used for educational guidance.

Arts should therefore not be taught as a separate subject, but as part of handicrafts, and in coordination with the other subjects : decoration of leather goods, bookbinding, geometrical modelling, flower modelling, illustrating historical scenes, making relief maps, etc.

It was important to teach the pupils how to make the equipment needed for such teaching, especially in villages where such equipment was not otherwise available. In art as in other subjects, everything that pupils learnt at school ought to have utility in later life. He attached great importance to that fact, since children loved to do useful work. The various activities, moreover, manual and artistic, contributed to the formation of social awareness in the pupils, since they were performed in collaboration.

He supported the establishment of a training centre which would prepare not only art specialists but also masters having sufficient familiarity with all manual and artistic activities to be able to undertake the teaching of them in coordination with the other subjects on the curriculum. A teacher of that kind could be used full-time even in a country school.

In conclusion, he stressed the importance of collections of first-class art reproductions, such as those put out by Unesco, and the need of making such collections available to schools.

Mrs. SAKOULINA *(U.S.S.R.)* stressed the fact that in her country art was the inheritance of the people. The teaching of art aimed at promoting general development, and an understanding of beauty and of life. Efforts were made to develop manual skill based on an elementary knowledge of art. Pupils in kindergartens were taught to draw, to do modelling and cutting-out, and to make toys. They were also able to use some of the materials in their free time. In primary and secondary schools, drawing, singing, and literature were compulsory subjects extending over a period of six years. Pupils drew from nature, made decorative designs, and illustrated books they had read. Perspective was not taught in the first two classes, the main emphasis being laid on observation, understanding, and spatial relationships. From the third class onwards perspective was introduced into memory drawing and free or socially inspired drawings. The teacher advised pupils about choosing subjects and methods. Pupils

were also able to see reproductions and to visit museums. Particularly gifted children were able to join special drawing clubs directed by specialists. They could also receive general art education in addition to the normal art course ; this had already been done in the case of a number of particularly gifted children. Much remained to be done in this field, but the government was fully conscious of the duty of encouraging artistic impulses to find expression.

Mrs. KENYERES *(Hungary)* wished to emphasize the importance attached by the Hungarian government to art, which was taught mainly through drawing. In general secondary schools there were optional study-groups on the history of art. In technical institutions the main emphasis was laid on technical design, but there were in addition optional study-groups on artistic design. The secondary schools for fine and decorative arts were an organic part of the general programme of art education and had a special character. In primary schools drawing was a compulsory subject aiming at developing the power of observation and analysis, imagination, visual memory, aesthetic perception, and judgment. In order to achieve these objectives full use was made of drawing from nature, in the higher classes especially. Special mention should be made of the High School of Fine and Decorative Arts. As for art-teacher training, the College of Fine Arts used to train drawing teachers for all types of schools. In the light of the need for more art teachers, however, the secondary teacher training colleges now also trained such teachers. The absence of any art education in general secondary schools, apart from optional study-groups, was a serious shortcoming, and one of the specific tasks of the Scientific and Pedagogical Institute was to work out a scheme to remedy the situation.

Mr. HUSAIN *(Pakistan)* had been particularly struck by the Rapporteur's statement that the teaching of art was a way of combatting the danger which a mechanical civilization constituted for individual values. That was a danger which also threatened the Eastern world. An over-mechanized life killed the faculty of wonder and the sense of the miraculous which were the attributes of childhood. It was through art, a manner of looking on life with eternal freshness as a never-ending miracle, that the younger generation could best be protected against the tyranny of the machine, and enabled to escape the bondage of modern life. In economically underdeveloped countries, like Pakistan, the new techniques represented a particular threat to crafts and home industries. It would therefore be desirable that the Recommendation adopted by the Conference should draw the attention of governments to the need for safeguarding traditional arts and crafts, and for their inclusion in school curricula.

Mr. KOSTIUK *(Ukraine)* was of the opinion that art was one of the most important factors in the education and general development of children. Particular attention should be given to the intellectual content of art education. Educators should not lose sight of the close relationship existing between art and ethics ; all unethical literature represented a danger for certain classes of society, and should therefore be carefully excluded from curricula. That point should be stressed in the Recommendation which the Conference would make to governments.

As regards visual arts, it was of importance to teach children their various forms (modelling, drawing, etc.) gradually, allowing for the age, needs and development of each child. In the Ukraine the teaching of visual arts began in the kindergarten and was pursued in every class. Such education was compulsory and the curriculum was drawn up by the Ministry of Education. In its Recommendation, the Conference should likewise insist on the need for the compulsory teaching of visual arts at all levels of education.

It was also very important to bear in mind the special aptitudes of certain children for a particular form of art, and such aptitudes should be developed. For that purpose clubs had been set up in the Ukraine which were attended by children more especially gifted for certain arts.

Another important aspect of the question was art activity in relation to reality. The principal task of art education was to teach the child to express the impression he derived from things around him. A sound view of art education called for the development of self-expression ; the teacher's task was to improve the child's techniques and methods, develop observation in him, and make him aware of beauty in life and art.

Exhibitions of children's work also helped to stimulate the child's creative powers. Several countries were already organizing exhibitions of the kind, and it would be desirable to organize them not merely at local or regional level, but also at international level. Visits to museums were not always possible, and as compensation children should have access to reproductions of the most famous works of art.

The training of teachers, more especially for the higher classes, should be continued even after they had begun their teaching service. In the Ukraine books on methodology for the use of teachers were published annually by the Ministry of Education.

Mrs. Szeminska *(Poland)* observed that in her country art education was considered a necessary feature of any education aiming at the development of the child's whole personality. That was the reason why such education began at pre-primary level, and was continued in a systematic manner in all the primary classes. It was realized that the number of lessons devoted to it was not sufficient and a coordinated system of school work and optional extra-curricular activities had therefore been adopted. For several years past much more attention had been given to the various activities which combined to develop, on the one hand, the child's creative sense and, on the other, his receptive sense. Those activities also proved very useful by making it possible to detect the aptitudes of the children and give them guidance.

Extra-curricular activities took many forms : (a) art circles, open to all interested pupils whose school results were above average, and which included sections for drawing, graphic arts, painting, sculpture, ceramics, photography, the history of art, etc. ; (b) studios and workshops ; (c) competitions in various subjects, with prizes for the best work.

In addition there were special vocational schools organized by the Ministry of Culture : (a) professional music schools ; (b) two types of professional art schools (art combined with general culture, and industrial art) ; (c) academies of fine arts.

The Ministry encouraged amateur activities in all forms and organized centres for them. The chief aim of art teaching was to protect and foster Polish art, and for that reason secondary schools of art were often established in regional art centres. Among other activities calculated to develop the artistic faculties of youth, mention should be made of collective excursions, visits to museums, exhibitions, reviews and monographs devoted to art, and the reproduction of works of art in newspapers for young people.

It was considered in Poland that children should not be acquainted merely with the art of their own country, but should also know something of that of other countries; several monographs on the regional art of various countries had therefore been published.

Mrs. Szeminska concluded with a message entrusted to her by the youth of Poland who sent their greetings to young artists in all countries.

(The meeting rose at 12 noon.)

Inauguration of the Swiss Stand

Mr. Antoine Borel *(Delegate of Switzerland)* referred to the arrangement of the Swiss stand, which was composed of two parts, one permanent in character, and the other being a small exhibition organized this year to illustrate the second item on the agenda of the International Conference on Public Education, and made up of drawings done by pupils at the teacher training school in the Canton of Bern. These drawings witnessed to the importance attached to drawing in the training of teachers in that canton.

The Chairman, in the name of the International Bureau of Education, thanked and congratulated the Swiss Delegation for presenting so worthy a stand.

Inauguration of the French Stand

Mr. Lucien Paye *(Director of the University External Relations Service)* introduced the new French stand, which was devoted to the teaching of art, and contained a large number of children's paintings.

Mr. Piaget *(Director of the International Bureau of Education)* thanked the French Delegation for having, once again, arranged its stand to correspond with the Conference agenda.

EIGHTH MEETING

Thursday, 7th July, at 3 p.m.

Chairmen: Mr. F.T. Doudnik and Mr. Martinez Cobo

Report from Ireland

Mr. Rafferty *(Ireland)* presented the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. de Bruyn *(Netherlands)*, and Anas *(Afghanistan)*.

Irish was not spoken throughout the country, but on the other hand there were four areas where the children knew Irish only.

Secondary teachers had to have completed university studies, plus one year's teacher training. Many of these them came from England, France, Italy, and the United States.

Report from Persia

Mr. Raadi *(Persia)* presented the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. Baldas *(Turkey)*, Husain *(Pakistan)*, and Paye *(France)*.

Public enthusiasm for education was spontaneous, but needed to be guided. Many people in fact regarded education only as a means of becoming a civil servant. The Ministry of Education was endeavouring to combat that tendency, and to channel the thirst for education towards other ends by transforming many traditional secondary schools into agricultural or vocational schools.

There was a tendency among the general public and provincial authorities to encourage the development of higher education even in places where primary education was insufficiently developed. The Ministry only granted requests for the establishment of universities after having examined local needs and possibilities, and began by establishing the appropriate faculties. All such measures assisted in the campaign against intellectual unemployment. In addition the government channelled a number of graduates into teaching after having given them an introductory teaching course.

A seven-year plan for construction and economic development, embracing all the activities of the country, was at present being carried out. The organization in charge of its implementation had on several occasions given assistance to the Ministry of Education : advances of funds for school and university building construction, building of agricultural teacher-training schools which would subsequently be transferred to the Ministry of Education, etc.

With the aid of the Foreign Operations Administration of the United States, mobile schools for nomads had been organized in the southern province. Thanks to the collaboration of the tribal chiefs, the experiment had on the whole been a successful one. In other areas fixed schools for nomads were in existence.

The traditional religious schools had so far been working without any link with official education. Currently, however, the government was turning to them for their collaboration. Some of them were organizing courses for which the curriculum was the outcome of a compromise between the official curriculum and the traditional religious education.

Report from India

Mr. D'Rozario *(India)* commented on the report on educational progress in his country in 1954-1955, and answered questions from Mr. Kuo Yu Shou *(China)*, Mr. Husain *(Pakistan)*, Mr. Avidor *(Israel)*,

Miss BOSSHART *(Switzerland)*, Mrs. DOUBROVINA *(U.S.S.R.)*, Mr. VO VAN LUA *(Vietnam)* and Mr. CHO *(South Korea)*.

The question of a percentage of the national budget to be devoted to education gave no trouble to the authorities of his country, who were more interested in problems of priority than in questions of percentage. They began by asking themselves what had to be done, and how much it would cost, and then they decided what could be carried into effect with the existing financial resources.

Young people in India have always preferred intellectual work to manual pursuits, and it was the great merit of Gandhiji that he brought out the grandeur and the importance of manual labour. The fact that, in the Wardha Institution established by Gandhiji, handicrafts were carried out entirely by hand, was due to his teachings. Electricity, moreover, did not yet exist in Wardha.

At the present time 60% of children of school age were going to school.

The University Grants Commission was composed of a chairman, a secretary, and three or four members. The functioning of the Commission was a replica of the similar commission in the United Kingdom.

Indian philosophy, as a subject of study, was taught at university and post-graduate level, and many foreign scholars came to attend the courses.

Art education had not yet been introduced, as intended, into all schools. An Academy of Art had recently been instituted at Lalit Kala.

The literacy campaign was showing encouraging results. The teaching was done chiefly by means of audio-visual aids, posters, mobile schools, evening classes, publications, etc.

Modern methods were highly valued, and had not been eliminated, in the Indian school system.

(Mr. Martinez Cobo took the Chair.)

REPORT FROM HAITI

Mr. SAINT-VICTOR *(Haiti)* commented on the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. SULAN *(Hungary)*, and PAYE *(France)*.

No difference was made between the training of rural inspectors, and primary and secondary inspectors; all were specialized inspectors who had obtained scholarships enabling them to pursue ther studies at a foreign seat of learning.

The American-Haitian Institute provided English courses for secondary teachers and pupils in the higher classes. Its purpose in doing so was to strengthen the cultural bonds between the United States and the Republic of Haiti.

The pilot project in the Marbial Valley had given good results. That region, ill-favoured by nature, from which the population migrated for part of the year, had entirely changed its appearance, as now the population remained on the spot and contributed to its development in all fields, including that of culture. The government intended to appeal to Unesco for further projects of the same kind.

Report from Hungary

Mrs. Joboru *(Hungary)* presented the report on educational progress in her country in 1954-1955, and replied to questions from Messrs. Dottrens *(Switzerland)*, and Anas *(Afghanistan)*.

The reform of curricula and textbooks was a very important matter. Many of the textbooks used up to the present time were quite inadequate. The Scientific Institute of Pedagogy had been entrusted with the development of the plan of reform, and many secondary and primary teachers had been called on, of course, to assist in discussing the suggestions and the proposals made by the Institute. New textbooks had been introduced into 36 schools for experimental purposes, and teachers in those schools had been invited to give their opinion of them. The reform was therefore a collective work.

Russian was taught in the senior primary classes, i.e., from the fifth to the eighth year, and in secondary schools. Russian bore as little relationship to Hungarian as French, English, German or Italian, but it was taught as were other foreign languages, since a knowledge of languages was considered as very important for general culture and for mutual understanding with other countries. Certain secondary schools could choose to make English, French, Latin or German compulsory, in addition to Russian, whilst in others only Russian was compulsory, other languages being optional.

Report from France

Mr. Paye *(France)* introduced the report on educational progress in his country in 1954-1955, and answered questions from Messrs. Dottrens *(Switzerland)*, Raadi *(Persia)*, Baldas *(Turkey)*, Avidor *(Israel)*, Kieffer *(Luxemburg)*, Reimers *(German Federal Republic)*, Václavík *(Czechoslovakia)*, Sulan *(Hungary)*, McCusker *(Australia)*, de Bruyn *(Netherlands)*, Saint-Victor *(Haiti)*, and Bujor *(Roumania)*.

The *Comité d'études de la réforme de l'enseignement* (investigating committee for educational reform), presided over by Mr. Sarrailh, had proposed that the guidance period should be spread over three years. The draft prepared by the Ministry of National Education, however, reduced the the period to two years.

Various means were under consideration to increase the number of students undergoing scientific training: discovery of aptitudes in the trial and guidance units, development of technical education, and opportunities for young people who had not passed the baccalaureate examination to enter higher educational institutions by means of special examinations.

Acting permanent primary teachers had to have the baccalaureate. They became attached to the regular establishment after four years, and after passing an examination on teaching ability.

What was known as " permanent education " was an extension of the former " popular education ". It was designed for all age groups and all social classes, but more especially for adults. Of an extremely diverse nature, it used all the present resources of education, and it was possible for pupils who had followed those courses to continue their studies and obtain diplomas.

The " pilot classes ", the present form of what had previously been known as the " new classes ", were experimental classes designed to provide an estimation of the value of proposals made in the plan of reform. Their originality resided chiefly in the fact that greater initiative was left to the pupils themselves. The curriculum was not so strictly followed as in ordinary forms, and the various subjects were more closely integrated and made to correspond to a greater extent to the tastes and capabilities of the pupils.

The shortage of primary teachers had been remedied by opening primary teaching to baccalaureate holders who had attended teacher training colleges for one year or who were appointed as acting permanent teachers.

Before the educational reform, the complementary courses constituted a kind of senior primary education lasting two, three or four years and coming after the " certificat d'études ". Henceforward some of the trial and guidance units for pupils between 11 and 13 would be incorporated with them.

The arrangements for guidance took the form of advice to Paris on the basis of remarks made by the teachers as well as of guidance and selection tests. There was no question of excluding certain pupils, but rather of giving each one an opportunity to show his abilities in the section best suited to him.

The entrance examination to the sixth form was to be abolished as an eliminatory test. In fact the idea of guidance and trial by the testing of the talents of the pupil had been substituted for the idea of selection.

The reasons for the re-establishment of the Directorate of School and University Hygiene were of an administrative nature ; it had been thought that greater coordination of the steps taken for the protection of pupils' health was necessary.

The National Centre for Scientific Research did not form part of the Ministry of National Education. The Centre was grant-aided by the government and its function was to promote scientific research in every field. It worked in close liaison with the universities ; the president and the two vice-presidents were university professors.

The third cycle of higher education came after the beginning of higher studies and the degree. Its aim was to enable students to turn directly to research. The cooperation of professors not belonging to university circles was envisaged, and an appeal to research workers from other countries.

It would be difficult to summarise the history of the setting up of the vocabulary of elementary French. In the examination of written work and conversations account had been taken mainly of the number and frequency of the words used. The scientific procedures whereby the vocabulary had been established were to be found in detail in a pamphlet.

The advanced mathematics class was a new optional class to prepare pupils for the entrance examination of the higher training college for science teachers. Special importance was given to elementary nuclear physics, with a view to preparing pupils for research in that field. Such research was, of course, entirely pacifist.

(The meeting rose at 6.45 p.m.)

NINTH MEETING

Friday, 8th July, at 9.30 a.m.

Chairman: Mr. G.A. Raadi

Teaching of Art in Primary and Secondary Schools (General Discussion Cont.)

Mr. Vázquez Treserra *(Mexico)* observed that the teaching of art in his country was based on the experience of the outdoor painting schools which had existed from 1915 to 1930, as well as on the new principles laid down at international art congresses and at the seminar on the teaching of art held in Bristol in 1951. The aim of art teaching in Mexico was essentially an educational one. Pupils displaying particular interest in such teaching entered an art studio where they had an opportunity of developing their special talents. At primary level both class and specialist teachers were responsible for art teaching. In order to cope with the shortage of specialist teachers a reform of teacher training curricula was in hand. At secondary level the first year was taken up mainly with developing the artistic side, the second with the technical side, and the third with modelling.

Mr. Václavík *(Czechoslovakia)* believed that the prime aim of all education was to seek to create a certain harmony enabling the pupils to do untrammelled work. It was up to the school to impart that great experience of human evolution in a pedagogical form, and art education could participate in that task by mirroring the manifold values in the other school subjects. Drawing, painting and modelling were the essential bases of art education.

The first year was regarded as the appropriate period for drawing from nature and memory, the pupils gradually being taught to be more exact in observation and expression, and the use of techniques. A period of decorative work then followed, aiming at developing ideas of rhythm, harmony, and contrast. From the third year onwards the syllabus included discussions on, and other means of developing the children's responsiveness to, works of art.

Art was a compulsory subject. Any child who was especially gifted could carry out further studies in groups established outside the school. The Pioneers organization, moreover, made every effort to give children a well founded culture in the arts.

The teaching of art contributed not only to awakening the child's personality, but also, by stimulating his powers of exact and intelligent observation and his ability to interpret what he saw, to his scientific training. In that way art education contributed to the child's general polytechnical education.

Appreciation of works of art should also enable the child to appreciate the beauty of nature and of ideas designed to mould the future citizen and to change the world.

Mr. BALDAS *(Turkey)* wished to stress the important place which art should be given in the curricula of all levels of education. A considerable effort had been made in that respect in Turkey for over half a century. First proof of this was the increasing number of modern Turkish artists who were in no way inferior to their contemporaries in other countries. Further proof, of a different nature, was provided by the discovery of infant prodigies in that field. The aims of art teaching as emphasized in the report of the Rapporteur, Mr. Machard, were complied with most strictly in Turkey. He was surprised, however, at having found no mention of the awakening of a liking for art as a main aim. In countries where the number of museums left much to be desired, it undoubtedly fell to educators to awaken such a liking in their pupils.

Mr. BOREL *(Switzerland)* wished to draw the Conference's attention to two points. (1) It was the school's duty to awaken, from as early an age as possible, a consciousness of beauty, or in other words of harmony, which called forth an intellectual and emotional attitude at least as important as that stimulated by scientific studies. (2) Drawing, the starting point of art teaching, was a mode of universal expression. It was necessary to coordinate the teaching of drawing with that of other subjects in which it could be of use. It was therefore desirable that the Recommendation of the Conference should emphasize the importance of an aesthetic education, and the necessity for coordination between art and other subjects.

Mr. THOMAS *(Unesco)* reminded Delegates that the programme drawn up at the meeting of experts convened by Unesco in 1948 with the aim of promoting education through art, had been carried into effect from 1949 onwards. After an initial period of research, a seminar had been organized in Bristol in 1951, the influence of which had been felt in not only the twenty countries participating but also many others. It was after the Bristol seminar that the Society for Education Through Art was founded. The year 1952 had been chiefly devoted to the theatre, and the subject for 1954 was music. In 1954 Unesco had published a volume entitled " Education and Art ", to which forty-five authors had contributed. The first meeting of the Society for Education Through Art had been held in the previous July in Paris. It was followed by a seminar organized in Tokyo in September on the teaching of handicrafts, a question which was of great importance in Oriental countries. A seminar devoted to music had taken place in Austria. Unesco was currently working to establish a programme of adult education through art. Study courses on the subject would be organized in various countries.

Miss SMITHINANT *(Thailand)* stated that art was taught in her country in kindergartens, as well as in primary and secondary schools. She advocated the use of materials indigenous to each region so as to keep expenses down for the parents. She supported the proposals by the Delegate of Pakistan regarding the efforts to be made to preserve cottage industries and folklore. Thailand organized an arts and crafts festival every year at which examples of children's work were exhibited. She further stressed the importance of exchanges of children's work, and considered that the subject of an exchange of specialist teachers should also be referred to in the Recommendation to be made by the Conference.

Mr. TAUBNER *(Austria)* considered it dangerous to discuss a subject without fully taking into account the place allotted to it in the curriculum, and its special function. Pupils, especially those at secondary level, should be given a comprehensive education. One could not discuss the aims and methods of art teaching without bearing in mind time its ties with other subjects, especially with music, literature and physical education. Those were subjects which appealed, not so much to the intellect, as to feeling. Increasing importance was being given to coordination between two or more branches with a view to increasing the efficiency of education. Art constituted a subject which lent itself particularly well to such coordination. In the Recommendation, therefore, mention should be made of subjects suitable for coordination with art.

Mr. STEFANOV *(Bulgaria)* outlined the organization of art teaching in his country, the aims being to develop observation, memory, and good taste in the child, and to help him to acquire knowledge and manual dexterity which would help him later in professional activities. In addition, special clubs and classes were open, outside school hours, for pupils wishing to do additional art work under the supervision of specialist teachers.

Mr. VO VAN LUA *(Vietnam)* was opposed to the overloading of curricula in secondary education. He was in favour of the compulsory teaching of art in all primary classes. He would like to add the following aims to those already outlined for art teaching: to develop the children's emotional and poetic feeling; to enable them to commune with the universe; to strengthen their sympathy for animate and inanimate nature, and thus help to bring about peace.

In the first phase of secondary education, drawing showed be more practical, and help in vocational guidance. Art classes should be transformed into recreational sessions in the open air. He did not think the teaching of art should be entrusted to teachers with the ordinary qualifications, but to teachers with both a sound technical and general training. He concluded with a plea for the introduction of a photographic section in schools of applied art.

Mr. COULON *(Belgium)* outlined the methods used in Belgium to reform art education. Museums had been established in two teacher training colleges, for the drawings of pupils of all ages, from the kindergarten to the last year of secondary education, and with sections for the drawings of children from other countries. This foreign contribution was most valuable, and in its Recommendation the Conference should encourage such international exchanges. Colour films had been made showing children having a drawing lesson in class, and then working on a collective painting in the open air. The coordination of art with other subjects was also advisable. Art played an important part in the teaching of mathematics, history, geography and natural sciences. In the handicrafts course for boys a distinction was make between the technical work (woodwork and ironwork) done now in pre-technical sections, and work of a more definitely imaginative and aesthetic nature (modelling, wirework, cardboard work, etc.). As regards teacher training, a new set of regulations would be coming into force in 1955; after literary or equivalent studies, future art teachers would follow a two-year training course. Art

history had so far been taught by art teachers, but in a number of discussions the opinion had been expressed that it should be taken by special history art teachers with a degree in art and archeology.

Mr. LAFUENTE *(Spain)* stated that he was convinced of the importance of the mobile exhibitions organized by Unesco. He proposed the establishment of national committees to make available Unesco art reproductions of all kinds, and to establish funds for increasing the number of exhibitions.

Mr. AVIDOR *(Israel)* outlined a number of points for inclusion in the Recommendation. (1) At primary level art ought to be taught by teachers who are not specialists. (2) Greater stress should be placed on art teaching in all teacher training colleges. (3) In primary and secondary education, art should be used for the teaching of other subjects (history, geography, etc.), and should do more to foster the the children's participation in school life. (4) From the age of 12 onwards, art appreciation (through art history, visits to museums and exhibitions, etc.) should be introduced. (5) The educational authorities should lay stress on the training of individual gifted schoolchildren in the field of art. (6) The importance of art as a means of international cooperation should also be brought out.

Mr. SAINT-VICTOR *(Haiti)*, believing that education should develop a taste for beauty and appeal to the heart as much as to the intelligence, asked that the Recommendation should bring out the following points : (1) teaching of art at all levels ; (2) the organization of permanent exhibitions of pupils' work ; (3) international exchanges of pupils' work.

Mr. BUJOR *(Roumania)* drew attention to the fact the arts were widely cultivated in his country ; popular artistic creations were held in honour as well as the universal masterpieces. The aim of teaching art was to develop observation and inquiry, imagination and creativity, and to contribute to general culture and the formation of the intelligence. Art had also a more immediate usefulness. It might serve as teaching aid in natural science, geography, history, and other lessons. It developed the awareness of spatial relations necessary in the study of geometry. The role it played in child and adult education, moreover, had an even more important aspect. By inculcating love and respect for national and foreign works of art, teachers could instil a knowledge of, and a liking for, the peoples who had produced them ; they could foster respect and love for the common heritage of all humanity, and a horror of war which destroyed it. It would therefore be appropriate for the Recommendation to remind teachers that it was their duty to win affection and respect for the works of art of the entire world, and to bring home to young people that peace was the only atmosphere in which art could flourish .

Mr. DIAZ CASANUEVA *(Chile)* mentioned that at the present time there was a tendency to attach more importance to the child's artistic creativeness than to merely reproductional work. It was therefore necessary for art teaching to stimulate the creative efforts of the child, and also to help him to appreciate works of art. Even after leaving school, pupils should be made to long for works of art, not as a luxury, but as a necessity, for too often one came across people who gave sentimental admiration to

artistic work but were incapable of appreciating its real value. In Chile an endeavour had been made to reform curricula in line with modern teaching methods, and to encourage children to express their emotive life in drawing. One should not neglect, however, the social aspect of the question. Art should not be the privilege of those possessing outstanding talent ; even the person who, as an adult, would never know the joys of creation, should be able to appreciate beauty. Chile was a country possessing a rich artistic tradition, but it was also a country of extremely rapid industrial development. It was therefore necessary to preserve a sense of artistic values in the individual. The school authorities were doing all in their power towards that end, especially in teacher training schools. The maximum possible benefit should be derived from films and other media of communication ; it was to be hoped that Unesco would continue and intensify its work for the provision of art teaching material.

Miss Bosshart *(Switzerland)* stressed the fact that if one included among the goals of art teaching the general, intellectual and emotional development of the pupil, a study of psychology should form part of the training of the future art teacher, as had already been indicated by the Rapporteur. It was essential that the methods used should correspond to the pupils' assimilative abilities, and should therefore be based on child psychology.

Mr. Sein *(Union of Burma)* contended that the teaching of art should begin in childhood, its aim being to develop children's creative faculties and their love of beauty. In his country, a new curriculum existed, establishing clear and exact aims, and making it possible to obtain more effective results than at present.

Mr. Dickey *(United Kingdom)* wished to remind Delegates of the writings on the role of art in education, of Herbert Read, the philosopher, and of an essay on the same subject by Mr. Piaget, in both cases published by Unesco.

Mr. Reimers *(German Federal Republic)* endorsed the statement made by the Austrian Delegation as regards the links between art education and physical, musical, literacy and other types of education, which should all be considered as belonging together and as constituting one indispensable side of education. He also endorsed the view that the teaching of art should be compulsory at all levels of education and should cover at least two lessons per week. Provision should also be made for the teaching of art in adult education, as it would constitute a counterbalance to the unrest of modern life. As to woodwork, it should not be regarded solely from the point of view of manual dexterity, but also from the standpoint of artistic orientation. Pupils should be educated to transfer all they have gained by art education into their everyday life, and make use of it judiciously and consciously in all that concerns the milieu which they build up.

Mr. Youssef *(Egypt)* pointed out that art education included not only arts but also handicrafts. He therefore suggested the replacement of the term " teaching of art " by the wider one of " artistic culture ". As regards the latter, at the primary and secondary level, the teacher should

(1) develop his pupils' good taste and awareness as paths to understanding, (2) awaken their individual artistic talents, and (3) teach them to use their hands so that they would become obedient tools. Furthermore, since art is a universal language, art education should be compulsory in primary and secondary schools everywhere.

Mr. LEONI *(Italy)* stated that art teaching in Italy was becoming increasingly able to satisfy the spiritual and intellectual needs of children. Thanks to modern educational ideas art was becoming increasingly important in schools. Children made spontaneous drawings at the kindergarten stage, and then progressively did more technical and advanced work. Pupils studied the different types and techniques of the great masters. The history of art was taught as a complement to drawing. In vocational and technical schools, the type of art teaching varied according to each school's specialization. There were a great many art schools and institutions ; art occupied a very special place in education, since it was considered as one of the main means of acquiring intellectual freedom and of understanding humanity and things universal.

Mr. MACHARD *(Rapporteur)* replied to a question he had been asked regarding omission of the development of good taste from the aims of art education. That was, of course, a fundamental aim of art education, but, he had thought, one so obvious as to be unworthy of mention. For the sake of clarity and utility he suggested that the Recommendation to be drawn up by the drafting committee should be limited to essential points.

Mr. PIAGET *(I.B.E.)*, speaking as a psychologist, asked Delegates to remember the child, when drawing up their Recommendation on the teaching of art. In that field they were privileged to be in the presence of a spontaneous, child activity. Before being a school subject, drawing was a game. Through their games, children manifested both their emotional and intellectual needs, including need for objective and exact representation of the external world. In studying the problem of the representation of space in the child's mind, he had discovered certain revealing stages in the intellectual and emotional development of the child's personality.

At the elementary stage, therefore, art teaching should be based on the child's need for activity. That need should be used and directed before the study of techniques as such was undertaken. In this connection he referred to the research carried out by a Russian expert, which had revealed that a child's sensory acuity varied according to whether he was playing or working. He would like delegates to bear in mind such psychological factors in drafting the Recommendation.

The CHAIRMAN suggested that the committee responsible for drafting the Recommendation to the Ministries of Education concerning the Teaching of Art, be composed of Messrs. Coulon *(Belgium)*, Dickey *(United Kingdom)*, Diaz Casanueva *(Chile)*, Avidor *(Israel)*, Bujor *(Roumania)*, and Attagara *(Thailand)*.

(The proposal was adopted.)

(The meeting rose at 12 noon.)

Inauguration of the U.S.S.R. Stand

Mrs. Doubrovina *(Head of the U.S.S.R. Delegation)* presented the Stand that had been prepared to mark the occasion of the U.S.S.R's entry into membership of the International Bureau of Education. The exhibition represented a general picture of the different phases of public education, from kindergarten to general and technical secondary level. Several artistic works and materials made by pupils were also exhibited.

Mr. Piaget *(Director of the International Bureau of Education)* thanked the representatives of the U.S.S.R. and congratulated them on a very fine exhibition, which both in quantity and in quality provided the International Bureau of Education with long desired information about Soviet education.

Inauguration of the Italian Stand

Mr. Caló *(Head of the Italian Delegation)* welcomed the presence of Mr. Sacchetto, Director General of Cultural Activities at the Ministry of Education, and thanked his assistant, Mr. Gozzer, for his part in the new arrangement of part of the Italian Stand illustrating item II of the Conference agenda and including a whole series of art work carried out by children from different schools.

Mr. Piaget *(Director of the International Bureau of Education)* congratulated the Italian Delegation on the new arrangement of its stand which so worthily represented the Italian tradition in art, and he thanked it for its gift to the International Bureau of Education of reproductions, done by pupils in Italian schools of art, of representations of children executed by Renaissance sculptors.

TENTH MEETING

Friday, 9th July, at 3 p.m.

Chairman: Mr. G.A. Raadi

Report from the United States

Mr. Willett *(United States)* commented on the report on educational progress in his country in 1954-1955, and answered questions from Mr. Saint-Victor *(Haiti)*, Mr. Tribolet *(Australia)*, Mrs. Joboru *(Hungary)*, Mrs. Szeminska *(Poland)*, Mr. Pearson *(United Kingdom)*, and Mr. Kostiuk *(Ukraine)*.

There is no federal education committee in the United States. The Office of Education collects and disseminates educational information. It otherwise promotes the cause of education through conferences, consultative services, speeches, and educational writing.

The comprehensive secondary schools are making reasonable provision for gifted pupils. Increasing attention is being given to gifted pupils because the authorities concerned are not always satisfied that the programme of education had kept them working up to capacity.

The White House Conference has been called by the President of the United States and will meet in Washington in November, 1955, with approximately 2,000 educators and laymen participating. All of the 48 states and four territories have set up conferences to precede the national conference. In fact, in many states, local conferences on the same subjects have been arranged. This national conference is a good illustration of how the people express their wishes and desires. The conference will discuss such problems as : What is the job of the school ? How can we secure an adequate supply of qualified teachers ? How can we secure adequate school housing ? What type of curriculum best meets the needs of today's youth ? How can such a programme be adequately financed ?

Only 3% of the cost of operating the schools is supplied by the federal government. The reference in the report to federal schools refers to Indian schools, schools for the training of military personnel, and schools on federal properties.

The degree to which television equipment is supplied would vary considerably among and within states. Not enough experience with educational television is as yet available to determine how to secure full coordination between the television station programmes and the curriculum of the school. However, programmes intended for children should certainly be selected by school authorities and not left to the discretion of television programme directors who may not be familiar with the instructional programme in the school.

The trend in the United States is towards the comprehensive high school which offers a variety of courses. It is not felt that such a variety of courses should lead to a lowering of standards, if there is a good guidance programme that performs well the function of directing the pupils into the right courses in accordance with their interests and abilities.

Seventy per cent of school-age Indian children are in school. Some of them are in schools operated by the federal government, since they live on reservations where local public schools are not available.

The attitude of the states toward the decision of the Supreme Court varies among the states, and of course there is a difference of opinion within states. Seventeen of the 48 states had laws requiring or permitting segregation in the public schools and consequently are directly affected by the decision. Several of the 17 States have indicated that they will seek to continue segregation by all legal means. The newspaper " Southern School News " has been made possible through a grant from the Ford Foundation. It is operated by a bi-racial board composed of educators and newspaper men. It has reporters in each of the 17 states affected by the decision and attempts to give an objective report on what is happening in these states. The issue for 8th June, 1955, discusses the Supreme Court Decree and gives the reaction in the different states.

It is important to understand that the status of the Negro has improved consistently in American life. This fact is illustrated in the part that the Negro is now playing in the business, civic and professional life of the

community. In many communities of the areas affected by the Supreme Court decision there are better school buildings for Negro pupils than for White pupils. It is true that it will take considerably longer in some states and in some communities to put into full effect the apparent intent of the Supreme Court decision. But this same problem exists wherever people with different cultures and backgrounds are brought together. Mores and customs tend to change slowly. Even in the southern states, however, the status of the Negro can be compared with his status or the status of minority groups elsewhere in the world. It is true that provision of adequate educational opportunities for the Negro has been slow. Great progress, however, has been made in the past ten years, and the problem will be solved.

The increasing holding power of the secondary schools has been produced by several factors, such as a broad programme of studies better suited to the varying needs of pupils, and a more effective guidance programme. The educational programme, however, cannot take all of the credit since a higher standard of living among the people generally provides both the desire and means by which pupils may remain in school longer.

It is felt that juvenile delinquency must be a problem about which the schools are concerned as long as any pupils engage in anti-social acts. The number of pupils that may be classified as delinquents is small, but their anti-social acts tend to receive much wider publicity than the social maturity and responsibility that is manifested by the overwhelming majority of the children. The responsibility for preventing juvenile delinquency must be shared—by the home, the schools, the church and other community agencies.

Comics have been a source of concern to parents and educators and considerable improvement has been made. All undesirable comics, however, have not yet been removed from the news stands.

Report from Finland

Mr. von Knorring *(Finland)* introduced the report on educational progress in his country in 1954-1955, and replied to questions from Mr. Saint-Victor *(Haiti)*, Mr. Simon *(German Federal Republic)*, and Mrs. Doubrovina *(U.S.S.R.)*.

The agricultural schools came under the Department of Agriculture, but some secondary schools had introduced agriculture into their curricula.

The secondary school entrance examination had been introduced recently to afford some measure of relief for over-population in the schools.

Refresher courses were organized for teachers in outlying country areas, as those teachers did not have the same facilities as their colleagues in the towns to widen their knowledge and horizon.

The survey undertaken by Professor T.M. Ranta into the average level of primary education in Finland had not been published. Since education was the same for boys and girls at all levels, the result was that in practice all professions and callings were open to women. It was even found that certain professions (e.g., dentistry, language teaching) were exercised almost exclusively by women.

Report from Spain

Mr. Rubio *(Spain)* presented the report on educational progress in his country in 1954-1955.

The Chairman thanked the Spanish Delegate for his interesting report.

Report from Egypt

Mr. El Said *(Egypt)* commented on the report on educational progress in his country in 1954-1955, and replied to questions from Miss Bosshart *(Switzerland)*, and Messrs. Anas *(Afghanistan)* and Paye *(France)*.

In order to combat illiteracy any person who taught one other person to read and write received a grant of £E 2, and a person learning to read and write received a grant of £E 1 on passing an examination.

Unesco had a basic education centre at Sirs el Layan which had been in existence for the past three years. By that means the village population had an opportunity of acquiring the rudiments of hygiene and social education, the results of which were not yet known.

The budget for public education in the previous year had amounted to £E 40,000,000, i.e., 20% of the national budget.

Report from Denmark

Mr. Jensen *(Denmark)* presented the report on the progress of education in his country in 1954-1955, and replied to questions from Messrs. Saint-Victor *(Haiti)*, and Pearson *(United Kingdom)*.

The only difference between the middle schools without examinations and the middle schools with examinations was that pupils of the former left school at the age of 14, whereas those of the second continued their studies after having passed an examination.

There were just over 100 popular universities if one included the higher agricultural schools. Their normal courses lasted five to eight months but they also organized courses of short duration (for example, two weeks) and complementary courses. Each school had its curricula which contained a great variety of subjects, but which always possessed a general and humanistic character. Such schools received a State grant only on condition that they provided a general and not a specialized education.

Report from South Korea

Mr. Cho *(South Korea)* presented the report in the progress of education in his country in 1954-1955.

The Chairman thanked the Delegate of South Korea for his interesting report.

Report from the Republic of China

Mr. Kuo Yu Shou *(China)* paid tribute to the memory of Mr. Marcel Abraham, and made some remarks concerning the report which had been distributed.

Report from Bulgaria

Mr. Guechkov *(Bulgaria)* presented the report on educational progress in his country.

The Chairman thanked Mr. Guechkov for his interesting report.

Mr. Rosselló *(I.B.E.)* drew Delegates' attention to draft Recommendation No. 40 on the Financing of Education, which had just been distributed. He asked Delegates to give the Chairman such amendments as they wished to make, by mid-day on Saturday, 9th July. Only amendments duly received in this way could be accepted for discussion during the voting on the draft Recommendation.

(The meeting rose at 6.40 p.m.)

ELEVENTH MEETING

Saturday, 9th July, at 10 a.m.

Chairman: Mr. G.A. Raadi

The Chairman opened the meeting, and announced that the presentation of reports on educational progress in 1954-1955 would be continued.

Report from Brazil

Mr. Zappa *(Brazil)* presented the report on educational progress in his country.

The Chairman thanked Mr. Zappa for his interesting account.

Report from Byelo-Russia

Mr. Umreiko *(Byelo-Russia)* presented the report on educational progress in his country in 1954-1955.

The Chairman thanked Mr. Umreiko for his interesting account.

Report from Austria

Mr. Taubner *(Austria)* presented the report on educational progress in 1954-1955 in his country, and answered a question from Mr. Simon *(German Federal Republic).*

The possible causes of precocious sexual development in children affected only certain sides of their physiological development. Teachers and psychologists had sometimes found a certain backwardness in the scholastic maturity of the children.

Report from Australia

Mr. McCusker *(Australia)* presented the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. Saint-Victor *(Haiti)* and Moffatt *(Canada)*.

The first government schools for aborigines in the Northern Territory dated from 1949. Those schools had been established in order to meet the specific needs of the native population, and to develop as far as possible the potentialities of its children. Schools were " special schools " in the sense that they were facing unique problems, and devising and employing special techniques for the particular form of teaching required.

Each state, as well as the federal government, made an annual contribution to the " Australian Council for Educational Research " of three or four thousand pounds. The teachers' association had also decided to contribute.

Report from the German Federal Republic

Mr. Reimers *(German Federal Republic)* presented the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. Caló *(Italy)*, Kieffer *(Luxemburg)*, Bielecki *(Poland)*, and Rojas *(Venezuela)*, and Mrs. Doubrovina *(U.S.S.R.)*.

Grammar schools of the type known as " Kurzform ", which pupils entered after the seventh year of primary education, i.e., later than ordinary grammar schools, were primarily intended for pupils from rural regions who could therefore attend primary schools close to their homes for a longer period. Their curricula, however, led up to the same secondary school leaving certificate as that of ordinary grammar schools.

The Conference of Ministers of Education had set up basic regulations governing teacher training. The governments of the *Länder*, however, dealt with all legislation pertaining thereto.

Teacher training for primary and secondary modern teachers began only at the age of 19, and, while the length of the theoretical and practical studies varied a little according to the *Länder*, a teacher as a rule became a member of the permanent establishment only seven or eight years after having left the grammar school.

Physical training instructors took a four-year university course. The number of compulsory subjects had been limited in order to counter the tendency of certain universities to overload their curricula.

Civic education was a delicate problem, since it was necessary not only to ensure that the child acquired certain specific knowledge, but also to create in him a true civic spirit. The problem was under study in several *Länder*.

Teachers of village classes containing children of all ages between 6 and 14 years, required to possess very great skill. The number of such classes was decreasing, however, and most rural schools now contained two or three classes.

Great efforts had been made to educate children in a spirit of love and respect for other nations. Attempts had been made to establish contacts with countries abroad and to organize the exchange of pupils with neighbouring countries.

Adolescents who had left the junior secondary school to take up an apprenticeship, had to be given one day's holiday per week by their employers, in order to attend classes. Attempts to widen still further such complementary education were meeting with some difficulties in employers' circles.

Report from Afghanistan

Mr. Anas *(Afghanistan)* commented on the report on educational progress in his country in 1954-1955, and answered questions from Mr. Václavíc *(Czechoslovakia)*.

Education was centralized in Afghanistan, and financed entirely by the government. Curricula for primary and high schools were drawn up by the Ministry of Education.

There were technical schools at primary and secondary level, as also an Institute of Technology at Kabul, but technical studies at university level were pursued abroad.

(The meeting rose at 12.40 p.m.)

TWELFTH MEETING

Monday, 11th July, at 9.30 p.m.

Chairman: Mr. G.A. Raadi

The Chairman opened the meeting, and announced that the Conference would now proceed to discuss and vote on draft Recommendation No. 40 concerning the Financing of Education.

Vote on Draft Recommendation No. 40 concerning the Financing of Education

Text of Draft Recommendation No. 40

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the fourth day of July, nineteen hundred and fifty-five for its eighteenth session, adopts on the ..... day of July, nineteen hundred and fifty-five, the following Recommendation :

The Conference,

Considering that education authorities must dispose of adequate funds to be able fully to implement Recommendations Nos. 32, 34, 36, 37, 38 and 39, on Compulsory Education and Its Prolongation, Access of Women to Education, Primary and Secondary Teacher Training, and the Status of Primary and Secondary Teachers, as formulated and adopted by the XIVth, XVth, XVIth and XVIIth Sessions of the International Conference on Public Education,

Considering that in the field of educational financing no discrimination should be made in regard to race, nationality, religion or social position,

Considering that increases in the funds required for education are inevitable, in view of the development of education at all levels, due to an increased birth rate, to the introduction or extension of compulsory education, and to the extension of adult education, and in view of the rising costs of school equipment, staff and welfare activities,

Considering that increases in public education budgets have in many cases been largely offset by inflation,

Considering that without prejudice to contributions from both public and private bodies, the main source of financing public education should be the budgets of the public authorities at different levels, as these budgets are the most stable source of financing,

Considering that peace is the basic condition of the development of education, since it is a source of wealth whereas war is a source of destruction and non-productive expenditure, and that it is therefore desirable to devote to education a portion of the funds presently devoted to armaments,

Considering that the development of education is a condition of economic, social and human progress, and that this progress in turn is essential to the further increase of funds for education, and that education is thus proved to be a good investment, as evidenced by the prosperity and increasing tax revenue of countries with well developed educational systems,

Considering that countries sharing similar aims, but having different economic, financial and administrative systems, need to find varied solutions to the problem of financing education,

Submits to the Ministries of Education of the several countries the following Recommendation :

General

1. Without contesting the importance of other items, education should be given a leading place among the financial responsibilities borne by the public authorities ;

2. The steady expansion of education requires increase of the education budget as a whole ; the creation of new services or the development of already existing services should not involve a reduction in other essential educational services ;

3. The leading place in regard to financing to which education may justly lay claim, should go hand-in-hand with the utmost care by the education services to make the best use of the funds placed at their disposal through the sacrifices agreed to by the community ;

4. In view of the increasing importance of the financial factors in the expansion of education, it is desirable that legal provisions, whether constitutional or statutory, should make reference to the financial responsibilities of the public authorities at the various levels, respecting education ;

5. It would be desirable to collect and publish data which might be used to inform the public of the economic, and the resulting moral and cultural, benefits of expenditure on education.

Study of Educational Financing

6. In order to raise the efficiency of systems of financing education, it is desirable to set up a commission of inquiry in each country, composed of representatives of the competent educational and financial authorities ;

7. The activities of commissions of inquiry on educational financing should cover not only current problems, but also estimates of future needs as seen in the light of present trends, quantitative and qualitative changes in education, and changes in national income and tax revenues ;

8. The findings of commissions of inquiry on educational financing should be used in (a) the preparation of the annual education budgets at the various levels of responsibility ; (b) the planning of specific educational programmes with a term exceeding that of the fiscal year ; (c) the drafting of all new legislation on educational financing ; and (d) the preparation of all education acts and decrees involving appropriations ;

9. The work of commissions of inquiry on educational financing should give emphasis to statistical data and include consideration of the following factors : (a) economic factors, such as level of national income, natural resources, degree of industrialization, agricultural production, standard of living, and possibilities of economic development ; (b) administrative factors, such as administrative structure at national, regional, and local levels, fiscal system, and systems of financing ; (c) demographic factors, such as changes in population, changes in distribution of population as between urban and rural areas, and increases in school enrolments, in particular at primary level in countries where compulsory education is not yet universal ; (d) educational factors, such as the level of development of the educational systems in regard to staffing, equipment, auxiliary and extra-scholastic services, etc. ;

10. Among the matters calling for study by commissions of inquiry on educational financing, the following appear most urgent : coordination of financing effected by the public authorities concerned with education ; simplification of the administration and control of financing ; comparison of the national system of educational financing with that of other countries ; estimating future educational needs in terms of predicted fiscal resources.

Financial Responsibilities of Public Authorities at the Various Levels

11. Without evaluating the educational financing system of any given country, which derives from that country's administrative structure, which in turn derives from its geographical, historical, political, economic, social, and other conditions, endeavours should be made to eliminate all duplication of effort, to simplify without prejudice to efficiency the distribution of financial responsibility among the central (federal) authorities, the regional authorities (states, provinces, cantons, etc., in federal countries, provinces, departments, etc., in non-federal countries), and the local authorities (municipalities or school district authorities combining a number of communes) ;

12. In countries of large area or with sharply differentiated racial and cultural groupings, a large measure of financial responsibility for education should be given to the public authorities of the states, provinces, cantons, etc., the function of these authorities then being comparable to that of the central authorities in other countries ;

13. In deciding the part to be played by local authorities in educational financing, in relation to the central (federal) and regional authorities, due account should be taken of the degree of development and vigour of local activity, and of the resources available to local authorities for meeting the financial and other responsibilities envisaged for them ;

14. In countries where financial responsibilities are distributed among the public authorities at the different levels, it is desirable that : (a) with a varying account of support from the central (federal) and regional authorities, local authorities should mainly be made financially responsible for pre-primary and compulsory education, and auxiliary services, and possibly (especially where the local authorities represent several municipalities or a large town) for other kinds of education or expenditures ; (b) local authorities should rather bear investment expenditures (building construction and repair, equipment, materials, school welfare services), and higher authorities operational expenditures (salaries and pensions of teaching staffs, etc.) ;

15. In countries where a given level of education is financed, severally or jointly, by public authorities at different levels, the following considerations should be taken into account : (a) while the coexistence in a given area or town of municipal, provincial and State primary (or secondary or vocational) schools may make for an adequate provision of facilities, it is not on the whole very economic ; (b) joint financing of given levels of education by several authorities makes for economy, and acts as a stimulus to the local authorities receiving grants from the higher authorities ;

16. Where financial assistance is provided by a higher authority to local authorities, such assistance should be based on the principle that assistance should be higher in the case of local or regional authorities whose economic or tax paying ability is low, and vice versa ;

17. Without contesting the rights conferred by the entire or partial financing of a given kind of education or service by one single authority, the financial control it exercises should be rationalised and simplified to the fullest possible extent, and should never impede educational development and efficiency.

Financing the Several Levels of Education

18. Although the public authorities generally attach less importance to pre-primary education, their attention should be drawn to the increasingly heavy responsibilities they will be called on to bear in this field ;

19. In countries where compulsory primary education for both sexes is not yet effectively universal, priority should be given to the capital and operational expenditures involved, so as to make it universal as rapidly as possible ;

20. The attention of the public authorities of all countries needs urgently to be drawn to the financial implications of the growing movement towards equality of access to secondary education without discrimination as to race, sex, social position, or religion ; all the evidence seems to indicate that secondary enrolments will reach the level of primary enrolments, by a date varying from country to country ;

21. In view of the quantitative and qualitative development of technical and vocational education (involving increasingly advanced specialization) and of the high cost of the equipment required, there is every reason to believe that expenditures on this type of education will increase ; inasmuch as the structure of technical and vocational education is still fairly elastic, it is now the time to envisage : (a) coordination of that structure with that of primary, secondary, and higher education ; (b) efficient planning of the financing of technical and vocational education by the central (federal), regional, and local authorities ; (c) coordination of the financing effected by Ministries of Eduction on the one hand, and non-educational Ministries on the other ; (d) an increase of voluntary assistance from private quarters, which thanks to the development of technical and vocational education have now been largely relieved of responsibility for apprenticeship training ;

22. Since universities in all countries are facing additional expenditures because of increased enrolments, additional specialized courses, the need for modern equipment in certain departments and faculties, the expansion of scientific research, the introduction of new methods, such as seminars, which involve an increase in staff, additional funds should be supplied to the universities from public authorities, without prejudice to the increasing trend toward the autonomy of these institutions ;

23. All countries, in particular those in which compulsory education is not yet universal, are being called on to bear increased burdens in respect of teacher training, arising from the increase of primary enrolments and the resulting shortage of teachers, and the need for longer and more thorough programmes of teacher training ; primary teacher training is most affected, but steps should nevertheless be taken at once to make plans for expanding the training of teachers for secondary and technical and vocational schools ;

24. Public authorities should give financial support, both directly and through other organizations working in the field, to the establishment and development of adult education programmes, already being developed in some countries in the form of literacy and fundamental education campaigns linked up with the universalization of compulsory education, and in other countries as part of post-primary cultural education schemes which will gain in importance and be increasingly demanded as working hours diminish ;

25. The education of handicapped children (mentally deficient, blind, deaf-and-dumb, backward, physically handicapped, socially maladjusted children, etc.), should receive adequate financial support from public authorities, and there should be closer coordination between the competent Ministries or services and the independent bodies actively engaged in this field in certain countries.

Financing Specific Categories of Expenditures

26. While a better organization (of secondary, and technical and vocational education, for example) may effect some economies, it is nevertheless evident that delay in considering the whole problem of increasing expenditures on the recruitment and salaries of teachers will merely retard and impede the solution of that problem ;

27. The increase of enrolments at all levels, new educational, hygienic, and technical demands in respect of buildings and equipment, and the steadily rising cost of materials and labour, will call for a series of emergency measures based on sound statistical data and embracing among others : (a) simplification and standardization of plans for school buildings and equipment, (b) the drawing up of school building programmes where need be in the framework of long-term economic and social development plans ; (c) appeals and loans to implement these programmes, and (d) assistance in money or kind from private sources ;

28. The public authorities should set up and develop such services as school meals and clothing services, scholarship schemes, excursions and holiday camps ; they and the private bodies concerned should coordinate their work in these fields, in order to secure satisfactory distribution of the available resources.

Special Means of Financing Education

29. The execution of large-scale programmes of school construction, and of plans involving, for example, literacy and fundamental education campaigns, can be accelerated if, in addition to the ordinary budgets, the responsible public authorities provide special funds or extraordinary budgets for financing such programmes or plans ;

30. The drawing up of plans for financing education, the term of which exceeds that of the financial year (five-year plans, for example), seems to be necessary in connection with the planning of programmes ; gradual realization over a number of years makes a rationalization and coordination of efforts possible such as could not be hoped for with programmes which have to be completed within twelve months ;

31. It seems desirable to resort to loans to ensure the financing of education, especially where capital expenditures (school building, repair, equipment, etc.) are involved ; this system permits the financial charges to be spread over a number of years and enables the coming generations to share in paying for improvements in which they will benefit ; while the higher authorities should authorize and control the use of loans, they should also facilitate the negotiation of such loans on advantageous terms ;

32. From the financial point of view, in those countries where some educational establishments are under other Ministries or Departments (of Labour, Public Works, the Interior, Justice, Public Health, etc.), it is desirable that close coordination should be instituted among all the authorities responsible for financing ;

33. In those countries where some specific categories of educational expenditures (school building, for example, or school meals or medical services) are under other Ministries or Departments, the same close coordination should be set up among all the authorities involved.

Sources of Educational Appropriations

34. In most countries funds for financing education derive from general receipts, especially in the case of central authorities, and regional authorities in federal countries; it might nevertheless be useful to note that some countries have recourse to special taxes (on property, sales, tobacco, liquors, etc.), particularly at local level;

35. The abolition as far as is practicable of enrolment, examination, and certification fees for all kinds of education may well be envisaged;

36. Collections, gifts of materials, festivals, sport events, school cooperatives, aid from parents' associations, etc., are all useful aids to financing certain educational expenditures, and are of special value at the local level.

Private Initiative and Educational Financing

37. In certain countries where compulsory education has not yet been universalized, substantial commercial, industrial, mining, and agricultural undertakings are required to assist with the financing of compulsory education from their own resources; this requirement appears to find its main justification in isolated areas or places situated at great distances from centres operating public schools;

38. The immediate beneficiaries of certain educational programmes should, whenever possible, actively assist in their implementation; the press and publishers, for example, might assist in literacy campaigns and industrial undertakings in the promotion of technical and vocational education;

39. Appropriate means should be found (publicity for donors, for example) to foster and encourage bequests and gifts from private sources, for such purposes as school building, sites, scholarships, and the establishment of endowments for research;

40. In countries where the public authorities deem it desirable to raise the standard of independent educational establishments through the grant of assistance in money or kind, the following considerations, due account being taken of the diversity of the problems involved, merit attention: (a) without prejudice to the rightful independence of a private service, independent educational establishments receiving public aid may reasonably be asked to give certain minimum guarantees in respect of the standard of their buildings, equipment, materials, and teachers' qualifications and salaries; (b) the various steps taken to assist independent educational establishments should be coordinated, whether such steps take the form of grants and subsidies, free equipment and materials, teachers seconded from the public service, free provision of school materials, medical attention, transport of pupils or public provision of welfare services, etc.

AID FROM INTERNATIONAL SOURCES

41. While all thanks are due to the international, regional, and national bodies responsible for the increased aid given to educational activities in certain countries, it is nevertheless desirable to remind all such bodies that even more aid is urgently required, either by increasing the proportion which is to be given to education in the United Nations' Technical Assistance Programme, or possibly by the creation of an international fund for education;

42. For financing projects such as school building, literacy and fundamental education campaigns, aid from foreign international or national sources can perhaps most usefully be offered in the form of loans or subsidies; other forms of aid, however, are also of very great value, whether technical (the dispatch of experts on missions, seconding of teachers, organizing of conferences and seminars, grant of scholarships and fellowships, etc.) or made in kind (school equipment and materials, scientific and other books, food for school meal services, etc.);

43. National isolation in regard to educational matters is now almost a thing of the past, thanks to the scholarships offered by international and national bodies to the citizens of all nations, and the aid given from external sources to educational establishments in given countries; the coming of the spirit of worldwide cooperation to which this fact witnesses has an important bearing on the financing of education, and will strengthen the cultural linking-up of different nations and civilizations.

The CHAIRMAN proposed that the Conference now proceed to vote on the draft Recommendation, clause by clause, taking into account the amendments duly presented, of which the text had been distributed. For the discussion of each amendment one Delegate would speak in favour and one against. Each Delegation was entitled to one vote only.

Consideration No. 1:

(Adopted without discussion.)

Consideration No. 2:

Mrs. DOUBROVINA *(U.S.S.R.)* spoke in support of the amendment, presented by the Delegations of the U.S.S.R., Byelo-Russia, the Ukraine, and Czechoslovakia, which proposed insertion of the word "sex" after "nationality".

(The amendment was adopted unanimously.)

Considerations Nos. 3, 4 and 5:

(Adopted without discussion.)

Consideration No. 6:

Mr. MCCUSKER *(Australia)* withdrew the amendment presented by his Delegation.

Mrs. DOUBROVINA *(U.S.S.R.)* spoke in support of the amendment presented by the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia, proposing the omission at the end of Consideration No. 6 of the words " and that it is therefore desirable to devote to education a portion of the funds presently devoted to armaments ", and the insertion of a Consideration No. 6a worded as follows: " Considering that a steady increase of budgetary expenditures on public education, thanks to the development of the national economy and to a general reduction of the war budget, is essential ".

Mr. CALÓ *(Italy)* stated that he was in the agreement with the spirit of the amendment, but felt that the principle involved had prevailed during the drafting of the original text, which he proposed should be maintained.

(The amendment was rejected by 22 votes to 13, with 13 abstentions.)

Consideration No. 7:

Mr. MOFFATT *(Canada)* spoke in support of the amendment presented by the Delegation of his country, proposing that this Consideration be re-worded as follows: " Considering that well-developed systems of education have promoted economic, social and human progress in countries where such systems exist, and that the progress in these countries offers a forceful argument for further increases in the funds for education in all countries ".

(The amendment was adopted by 25 votes to 8, with 4 abstentions.)

Consideration No. 7a:

Mr. DOUDNIK *(Ukraine)* spoke in favour of the amendment presented by the Delegations of the U.S.S.R., the Ukraine, Byelo-Russia, and Czechoslovakia, proposing the insertion of a new consideration as follows: " Considering that the rapid development of national culture and education in dependent and under-developed countries is of great importance ",

(Consideration No. 7a was adopted by 39 votes to 0, with 6 abstentions.)

Consideration No. 8:

(Adopted without discussion.)

Clauses Nos. 1 and 2:

(Adopted without discussion.)

Clause No. 3:

Mr. EL NEMIR *(Egypt)* proposed that there should be some revision of the English text, which did not correspond exactly with the French text.

After discussion between Messrs. WILLETT *(United States)*, GROTHUSEN *(German Federal Republic)*, CALÓ *(Italy)*, RAFFERTY *(Ireland)*, the RAPPORTEUR, and the CHAIRMAN, it was *agreed to leave final drafting of the English text to the Secretariat.*

(Subject to this proviso, Clause No. 3 was adopted.)

Clauses No. 4 and 5:

(Adopted without discussion.)

Clause No. 6:

Mr. PEARSON *(United Kingdom)* spoke in support of the amendment presented by his Delegation, proposing the addition after the word " desirable " of the words " where other suitable methods and procedures are not available ".

Mr. PAYE *(France)* stated he was in favour of the original wording.

(The amendment was adopted by 26 to votes to 11, with 6 abstentions.)

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, which proposed the insertion after the words " financial authorities " of the words " and of the beneficiaries ".

After discussion in which Messrs. AMMOUN *(Lebanon)*, DONNADIEU *(Costa Rica)*, VÁZQUEZ TRESERRA *(Mexico)*, and ANTUENO *(Argentina)* took part, Mr. PAYE *(France)* accepted Mr. Vázquez Treserra's proposal to substitute the word *bénéficiaires* for the word *usagers* in the French text.

(The amendment as thus modified was adopted by 42 votes to none, with no abstentions.)

(Clause No. 6 as amended was adopted.)

Clauses No. 7, 8 and 9:

(Adopted without discussion.)

Clause No. 10:

Mr. RUBIO *(Spain)* spoke in support of the amendment presented by his Delegation, proposing to add the following words at the end of the Clause : " the study of those types or aspects of education urgently needing increased financial support ".

(The amendment was adopted by 38 votes, with 5 abstentions.)

(Clause No. 10 as amended was adopted.)

Clauses Nos. 11 and 12:

(Adopted without discussion.)

Clause No. 13:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing to add the following words at the end of the Clause: " the main concern of the central authority should be a just distribution of the funds available for education in each district, so as to ensure each citizen the full exercise of his right to education ".

Mr. AVIDOR *(Israel)* proposed the deletion of the word " main ".

Mr. PAYE *(France)* accepted that proposal.

(The amendment as thus modified was adopted by 48 votes to none, with 5 abstentions.)

(Clause No. 13 as amended was adopted.)

Clause No. 14:

Mr. POLLARD *(United Kingdom)* spoke in support of the amendment submitted by his Delegation, proposing the deletion of the whole of the Clause and the substitution of the following text: " In countries where financial responsibilities are distributed among the public authorities at the different levels, it is desirable that with a varying amount of support from the central or federal and regional authorities, local authorities should mainly be made financially responsible for pre-primary and compulsory education, and auxiliary services, and (especially where the local authorities are of adequate size) for other kinds of educational expenditure."

(The amendment was adopted by 42 votes to 3, with 6 abstentions.)

(Clause No. 14 as amended was adopted.)

Clause No. 15:

Mr. RUBIO *(Spain)* spoke in support of his Delegation's proposal to delete Clause No. 15.

(Clause No. 15 was rejected by 31 votes to 5, with 6 abstentions.)

Clause No. 16:

(Adopted without discussion.)

Clause No. 17:

Mr. PAYE *(France)* spoke in support of the amendment submitted by his Delegation, proposing to replace the whole Clause by the following text: " The financial control exercised by the several public authorities over the various categories of schools and educational activities they finance, should be rationalized and simplified as fully as possible, and should never be allowed to impede the operation, efficiency, and development of educational work. "

After discussion between Messrs. VÁZQUEZ TRESERRA *(Mexico)*, BUJOR *(Roumania)*, SAINT-VICTOR *(Haiti)*, CALÓ *(Italy)*, and DONNADIEU *(Costa Rica)*, Mr. PAYE agreed to the amendment proposed by Mr. VÁZQUEZ TRESERRA to delete the word *jamais* in the French text, and to that proposed by Mr. SAINT-VICTOR to replace the word *gêne* by *entrave*.

(The amendment as thus modified was adopted by 40 votes to 8, with 2 abstentions.)

In view of the adoption of the French amendment, the amendment proposed by the Vietnam Delegation to replace the words " never impede " by " as far as possible avoid impeding ", was withdrawn.

(Clause No. 17 as amended was adopted.)

Clause No. 18:

Mr. RUBIO *(Spain)* spoke in support of the amendment submitted by his Delegation, proposing the addition of the words " without forgetting the rights and duties of the family, and the presence of the mother in the home ".

After a discussion in which Messrs. AVIDOR *(Israel)* and VÁZQUEZ TRESERRA *(Mexico)* took part, Mr. RUBIO agreed to Mr. VÁZQUEZ TRESERRA's proposal to delete the words " and the presence of the mother in the home ".

(The amendment as thus modified was adopted by 41 votes to 1, with 5 abstentions.)

(Clause No. 18 as amended was adopted.)

Clauses Nos. 19 and 20:

(Adopted without discussion.)

Clause No. 21:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the addition of " in certain countries " after " inasmuch as the structure of technical and vocational education is still fairly elastic ".

(The amendment was adopted without discussion.)

(Clause No. 21 as amended was adopted.)

Clause No. 22:

Mrs. DOUBROVINA *(U.S.S.R.)* spoke in support of the amendment presented by her Delegation, proposing the addition at the end of the Clause of the words " in certain countries ".

Mr. CALÓ *(Italy)* opposed the amendment.

(The amendment was adopted by 21 votes to 16, with 6 abstentions.)

(Clause 22 as amended was adopted without discussion.)

Clauses Nos. 23 and 24:

(Adopted without discussion.)

Clause No. 25:

Mr. PAYE *(France)* spoke in support of the amendment submitted by his Delegation, proposing the deletion of the words " between the competent Ministries or services and the independent bodies actively engaged ", and their replacement by the words " among the various authorities and bodies engaged ". He accepted the proposal of Mr. RUBIO *(Spain)* to add the words " public or private " before the words " bodies engaged ".

(The amendment as thus modified was adopted by 52 votes to 1, with 1 abstention.)

(Clause No. 25 as amended was adopted.)

Clause No. 26:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the insertion at the beginning of the Clause of the following words: " The unavoidable necessity of ensuring teachers living conditions worthy of their mission, and the increased need for teachers at all levels of education, will necessarily accentuate the increase of operational costs ".

(The amendment was adopted unanimously.)

(Clause No. 26 as amended was adopted.)

Clauses Nos. 27, 28, 29 and 30:

(Adopted without discussion.)

Clause No. 31:

Mr. PEARSON *(United Kingdom)* spoke in support of the amendment submitted by his Delegation, proposing the replacement of the first few words by the following: " It is desirable to resort, where appropriate, to loans for financing capital expenditures (school building, repair, equipment, etc.); this system permits...".

(The amendment was adopted by 51 votes to none, with 2 abstentions.)

(Clause No. 31 as amended was adopted.)

Clauses Nos. 32, 33 and 34:

(Adopted without discussion.)

Clause No. 35:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the substitution of the words " The abolition, as part of the endeavours to extend free education, of enrolment, examination and certification fees for all kinds of education, may well be envisaged " for the Clause as it stood.

Mr. VÁCLAVÍK *(Czechoslovakia)* considered that the new wording did not leave sufficient scope for educational progress.

(The amendment was adopted by 34 votes to 4, with 6 abstentions.)

(Clause No. 35 as amended was adopted.)

Clauses Nos. 36 and 37:

(Adopted without discussion.)

Clause No. 38:

Mr. PAYE *(France)* spoke in support of the amendment submitted by his Delegation, proposing the deletion of the Clause and the substitution of the following: " In organizing campaigns for financing the work of education, it would be useful to make wider and more direct appeal, concerning literacy work, to public opinion (press, parents' associations, publishers), and, concerning the development and enrichment of technical and vocational education, to economic undertakings."

(The amendment was rejected by 19 votes to 17, with 6 abstentions.)

(Clause No. 38 was adopted.)

Clause No. 39:

(Adopted without discussion.)

Clause No. 40:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the insertion after the words " In countries where " the phrase " because of the inadequacy of the funds made available for public services ".

Mr. VÁZQUEZ TRESERRA *(Mexico)* deemed it unnecessary to stress the reasons why private education should enjoy financial aid.

(The amendment was rejected by 21 votes to 17, with 7 abstentions.)

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the deletion of the words " to assist " in sub-paragraph (b), and their replacement by the words " to study aid to ", and explained that the idea was the same and that only a question of form was involved.

Mr. AVIDOR *(Israel)* would have supported the French proposal if the words " to study aid to " had been in addition to the world " assist ".

(The amendment was rejected by 23 votes to 19, with 2 abstentions.)

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing a stylistic change not affecting the English text (substitution of the words *du bénéfice* for the words *de bénéficier* in the French text).

(The amendment was adopted by 24 votes to 4, with 6 abstentions.)

Mr. VO VAN LUA *(Vietnam)* spoke in support of the amendment presented by his Delegation, proposing the addition of a sub-paragraph worded as follows : " (c) so as to enable independent schools to cooperate efficiently with the government authorities in the realization of their compulsory education programmes, it would be opportune to consider tax exemption in the near future for all such schools."

Mr. VÁCLAVÍK *(Czechoslovakia)* opposed the amendment.

(The amendment was rejected by 18 votes to 11, with 16 abstentions.)

(Clause No. 40, amended in the French text only, was adopted.)

Clause Nos. 41, 42 and 43:

(Adopted without discussion.)

The CHAIRMAN then put to the vote the whole of Recommendation No. 40.

(Recommendation No. 40 to the Ministries of Education concerning the Financing of Education was adopted unanimously.)

The CHAIRMAN expressed cordial thanks to Mr. Hutchins, Rapporteur, Mr. Grandjean, Chairman of the Drafting Committee, the members of the Committee, and Mr. Marchand, author of the comparative study on the financing of education, for the way in which they had fulfilled their several tasks.

REPORT FROM YUGOSLAVIA

M. ZANKO *(Yugoslavia)* presented the report on the progress of education in his country in 1954-1955, and replied to questions from Messrs. ANAS *(Afghanistan)*, and AVIDOR *(Israel)*.

The groups of teachers who were sent abroad were chosen from among those with a knowledge of foreign languages. They pursued their studies in all countries of special interest for them insofar as school reform in Yugoslavia was concerned.

Primary teachers were trained in teacher training colleges, secondary teachers in pedagogic high schools, and grammar school teachers at the university.

Report from Czechoslovakia

Mr. Václavíc *(Czechoslovakia)* presented the report on the progress of education in his country in 1954-1955.

The Chairman thanked the Delegate of Czechoslovakia for the presentation of his most interesting report.

Report from Portugal

Miss Leite da Costa *(Portugal)* presented the report on educational progress in her country in 1954-1955, and replied to questions from Messrs. Akrawi *(Unesco)*, and Coulon *(Belgium)*.

All children of school age attended school.

Nursery-infant school mistresses were trained in the following way. After five years at a secondary school, they followed a special two-year course ; the first year was devoted to theory, visits to specialist services, etc., and the second year mainly to teaching practice, with some theoretical work.

The only difference between the training of these teachers and that of primary teachers was that their study of psychology and social problems was more advanced.

(The meeting rose at 12.55 p.m.)

THIRTEENTH MEETING

Monday, 11th July, at 3 p.m.

Chairman : Mr. G.A. Raadi

Report from Italy

Mr. Caló *(Italy)* presented the report on educational progress in his country in 1954-1955, and replied to questions from Messrs. Doudnik *(Ukraine)*, Borel *(Switzerland)*, Saint-Victor *(Haiti)*, Paye *(France)*, Václavík *(Czechoslovakia)*, and Vo van Lua *(Vietnam)*.

A recent law had increased the number of primary teachers by 10% ; they now totalled almost 180,000. There was, however, still some unemployment amongst teachers, that problem not having been completely solved yet.

The system of primary education involving different cycles had not yet been applied. A pupil who failed the examination at the end of a cycle would have to repeat only the last year of that cycle.

The 300,000 million lire for the building of new schools constituted a separate fund, distinct from that of the *Caisse du Midi* (fund for southern Italy).

Art institutions trained craftsmen, teachers for fine arts schools, and art teachers for primary and secondary schools, the latter having taken special courses at a university or a fine arts academy.

Adult schools gave one-year courses adapted to local needs, for illiterates, semi-illiterates, and adults wishing to improve their education. The voluntary courses for adults were of limited duration, and included only subjects relating to certain special problems. Workers were able to take courses, but not in an ordinary secondary school or higher education establishment.

The higher schools of agriculture had been integrated in the universities, and were now university faculties offering scientific and practical courses leading up to a doctorate.

Report from Poland

Mr. Bielecki *(Poland)* presented the report on the progress of education in his country in 1954-1955. He proposed that an examination of the structure and the organization of schools in the field of general education be included in the inquiry which the International Bureau of Education would be called upon to undertake on curricula for general education.

The Chairman thanked the Delegate of Poland for the presentation for his interesting report. He pointed out that all suggestions concerning inquiries should be transmitted to the Unesco-I.B.E. Joint Committee.

Report from the Dominican Republic

Mr. Noelting *(Dominican Republic)* presented the report on educational progress in his country in 1954-1955.

The Chairman thanked Mr. Noelting for his interesting account.

Report from Indonesia

Mr. Oke Djelantik *(Indonesia)* presented the report on educational progress in his country in 1954-1955, and replied to questions from Mr. Kuo Yu Shou *(Republic of China)*.

Higher education included, in addition to the Indonesian and Dutch teaching staff, a certain number of European and American teachers. The Indonesian embassies and legations were giving the government support for their recruitment.

In 1954-1955, some 20,995 Indonesian, Dutch, and Sino-Indonesian students were attending higher educational establishments (universities, etc.); the last named were of Chinese origin but of Indonesian nationality. There were also a number of students of other nationalities.

Report from Cuba

Mr. Pentón *(Cuba)* introduced the report on educational progress in his country in 1954-1955, and answered questions from Messrs. Saint-Victor *(Haiti)*, and Václavík *(Czechoslovakia)*.

The purpose of the teachers' meeting was not to modify the curricula but to adjust them to the needs of the times and the possibility of each locality.

The establishment of independent schools had proved to be a wise departure. Those schools observed the directives laid down by the State, and pursued the same ends as State schools.

Report from Cambodia

Mrs. Pingpeang Yukanthor *(Cambodia)* introduced the report on educational progress in her country in 1954-1955, and answered a question from Miss Lefevre *(Panama)*.

Children went to school in the mornings and the afternoons. During the war, however, children attended school only half day, owing to the shortage of premises.

Report from Canada

Mr. Moffatt *(Canada)* presented the report on educational progress in his country in 1954-1955, and replied to a question from Mr. Kostiuk *(Ukraine)*.

The two official languages recognized by law in Canada—English and French—were the only languages used in education. He knew that there was a large Ukrainian minority living in Canada and that they were deeply attached to their own customs and folklore, but he did not have the impression that Ukrainians in Canada wished to see the Ukrainian language used in schools, since their own desire was to become Canadian.

Report from Belgium

Mr. Coulon *(Belgium)* commented on the report on educational progress in his country in 1954-1955, and answered questions from Messrs. Václavík *(Czechoslovakia)*, Anas *(Afghanistan)*, and Paye *(France)*.

He first outlined the procedures laid down in the new act on grants to independent schools.

The proportion of scholarship holders in secondary education was in the vicinity of 20%.

Apart from primary education there was hardly any education completely free of charge. As regards secondary education, technical instruction was sometimes free, while intermediate education was less frequently so (except for pupils whose fathers had an income of less than a certain amount).

The evening technical courses continued to be in great demand. Unfortunately correspondence courses had not yet been organized on an official basis.

The questions of boarding school principals was under consideration, and the suggestion had been made that they should be trained in technical teacher training colleges, and study for three years in addition to their literary studies. The studies for supervisors and teachers would probably be fixed at one year beyond the literary studies or the primary teacher training course.

Efforts had also been made to standardize terminology. The term *cycle* corresponded to the major divisions in education, generally comprising six years : the primary and the secondary *cycles*. The term *degré* was applied to subdivisions of the *cycle* ; there were three *degrés* in the primary *cycle* ; junior, intermediate, and senior, and two *degrés* in the secondary *cycle*. The term *classe* referred to the body of pupils that received at the same time and together the same teaching from the same teacher.

Report from Salvador

Mrs. Rivera *(Salvador)* presented the report on educational progress in her country in 1954-1955.

The Chairman thanked Mrs. Rivera for her interesting report.

(The meeting rose at 6.35 p.m.)

Inauguration of the Austrian Stand

Mr. Taubner *(Head of the Austrian Delegation)* reminded Delegates that the Austrian Stand dated back to the previous year. After having portrayed the general organization of primary and secondary teaching, the Austrian school authorities had in the current year endeavoured to illustrate the two subjects dealt with by the Conference : the financing of education and the teaching of art. The drawings contained in the folder, and the pupils' other work had been chosen from work of average merit reflecting the spirit of Austrian children.

Mr. Rosselló *(International Bureau of Education)*, on behalf of Professor Piaget, warmly thanked the organizers of the Stand and expressed his admiration for the harmonious way in which two such dissimilar subjects as educational financing and the teaching of art had been depicted.

FOURTEENTH MEETING

Tuesday, 12th July, at 9.30 a.m.

Chairman : Mr. G. A. Raadi

Report from Unesco on the Implementation of Recommendations Nos. 36 and 38, adopted by the XVIth Conference

Mr. Akrawi *(Unesco)* presented the report on the implementation of Recomendations Nos. 36 and 37 concerning the Training and Status of Primary Teachers, adopted by the XVIth International Conference on Public Education in 1953.

The CHAIRMAN thanked the Unesco representative for his interesting report.

VOTE ON DRAFT RECOMMENDATION No. 41 CONCERNING THE TEACHING OF ART IN PRIMARY AND SECONDARY SCHOOLS

The CHAIRMAN announced that the Conference would now proceed to the discussion and vote on draft Recommendation No. 41 concerning the Teaching of Art in Primary and Secondary Schools.

Draft Recommendation No. 41

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the fourth day of July, nineteen hundred and fifty-five, for its eighteenth session, adopts on the ..... day of July, ninteen hundred and fifty-five, the following Recommendation :

The Conference,

Considering that art education, which makes an appeal to so many of the child's faculties, provides an important means of education and enables the teacher to find out what the child is thinking and feeling and to discover his artistic aptitude,

Considering that, in the pursuit of learning, in the pursuit of a profession and in the enlightened use of leisure, the skill and understanding acquired by studying art, encourages the appreciation of beauty,

Considering that the visual arts, as well as the other arts, can make a contribution to confidence and understanding between mankind,

Submits to the Ministry of Education of the several countries the following Recommendation :

1. Art, that is to say, drawing, painting, modelling and other similar activities, should be taught in all primary schools ; it should have its place as a subject in its own right and as a means of expression, and should contribute to the teaching of other subjects.

2. Art, as a subject in its own right, should be compulsory for all pupils in most classes in secondary schools ; it should be optional for the rest.

3. Whether compulsory or optional, art should be coordinated with other subjects in the curriculum and with other school activities ; this should be done whether or not the various subjects are taught by the same teacher.

4. Because it is a valuable means of education in itself and because of its importance as a means of teaching skills, art should be regarded as of equal importance with other subjects ;

5. When drawing up time-tables, adequate time should be given for art.

6. In drawing up the syllabus for art and in deciding on the choice of methods, the aims of teaching the subject should constantly be borne in mind; the following considerations should especially be taken into account: (a) educational aims: the cultivation, for example, of observation, imagination, expression, self-control, the capacity for sustained work, and the ability to cooperate with others in group undertakings; (b) cultural aims: for example, the formation of taste, the encouragement of an understanding of works of art and of a respect for them; (c) practical aims: the acquisition of skill useful in the school, in everyday life, and for professional purposes; (d) social aims: fostering an understanding of the worldwide significance of art through an interest in the art of other countries; (e) aims relating to the study of children: to find out what children are thinking and feeling from a study of their work.

8. The various stages of the mental growth of the young child and of the adolescent, as well as their interests, should be taken into account in planning the art syllabus.

7. An important place should be given to the systematic teaching of skills, but the subject should be dealt with in such a way that the pupils' activities are related to the needs of everyday life.

9. In the secondary school, the appreciation of works of art and the history of art should be included in the curriculum.

10. In the choice of methods to be adopted, subjects to be set, exercises to be carried out, and materials to be used, the teacher should be free to relate the work to local conditions and to the aptitudes and requirements of each pupil.

11. The teaching of art should derive inspiration from artistic traditions in the locality.

12. The most valuable method of teaching will always be to encourage children to find their own form of expression by means of free drawing, painting and modelling.

13. It is much to be desired that, especially in primary schools, the equipment and materials required for art, especially those obtainable locally, should be supplied free of charge by the school authorities or other bodies;

14. It is recommended that all post-primary schools should have specialist studio-workshops for art and crafts.

15. The school should in itself provide an environment characterized by good taste and artistic understanding; this especially applies to the school building, the courtyards and gardens, the internal planning of the school, its furniture, and the attention given to maintenance.

16. So far as possible, the pupils themselves should play a part, either individually or in teams, in keeping the school in good trim by the decoration and embellishment of the school, and in creating the setting for school festivities.

17. Textbooks and all literature for boys and girls should be regarded as potent influences in the teaching of art: binding, paper, typography and illustrations should combine to awaken in the pupil a sense of good design, and to satisfy it.

18. It is recommended that the responsible authorities should supply such reproductions, casts, slides and films as may be required for the teaching of art; school libraries should contain a useful collection of books on art, both on history and appreciation and on techniques which the pupils can themselves put into practice.

19. The growth of artistic appreciation on the part of boys and girls will be greatly facilitated by their familiarity with local resources, such as art galleries and museums, buildings of artistic and architectural interest, private collections, local crafts and industries, and popular and folk art, and with the beauties of nature, as well as by occasional visits to special exhibitions, films and other such events.

20. The formation of circulating collections of reproductions and of original works of art for schools of various kinds should be encouraged;

21. Not only should exhibitions of children's work be held in their own locality or country, but such exhibitions should be exchanged between one nation and another.

22. In view of the general character of primary education and the close links between the various subjects, it is desirable that art should be taken by the class teacher.

23. The responsible authorities should pay special attention to the pupil who it artistically gifted and ensure that he receives the best advice and takes the most suitable course of study.

24. The artistic outlook of the future primary school teacher should be a matter of real importance; practical instruction in art and the teaching of the history and appreciation of art should be included in the curriculum of the training college.

25. Secondary school art teachers should be selected not only for their artistic and technical capacity, but also because of their ability to teach.

26. The buildings, interior planning and furnishing of training colleges should be such as to create an artistic environment for the future teacher; visits to buildings of architectural and artistic interest and to exhibitions, including those of children's work, will serve to enhance the student's usefulness as a teacher.

27. Conferences and refresher courses, both at home and abroad, should be encouraged in order to help teachers of art to perfect their knowledge of their subject, to keep up to date with the various outlooks which are encountered in the teaching of art, and to exchange views on all matters of common interest.

28. Collections of children's work from the infant school to the latest stages should be formed for exhibition in training colleges in order to illustrate methods of teaching art, both old and new; children's work from other countries should be included; there is also the fact that these collections would provide a source for the circulating schemes described above in clause 20;

29. It is recommended that the teaching of art should be subject to the advice of artistically qualified organizers or specialist inspectors;

if this is not possible, the inspectors or advisers concerned should do their best to appreciate the requirements of art teaching and to encourage its development as far as possible.

30. Secondary teachers of art should have training equivalent to that of their colleagues teaching other subjects, and the same status, standing and privileges.

The CHAIRMAN reminded Delegates that the vote would be taken article by article, taking account of the amendments duly submitted in writing, the text of which had been distributed. During discussion of each amendment one Delegate would speak in support of, and one Delegate against, its adoption. Each Delegation was entitled to one vote only.

Consideration No. 1:

Mr. KOSTIUK *(Ukraine)* spoke in support of the amendment submitted by the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia, proposing that the insertion of the words " aesthetic, intellectual and moral " after the words " provide an important means of ".

Miss BOSSHART *(Switzerland)* spoke against the amendment.

Mr. CALÓ *(Italy)* having proposed that the word " faculties " be replaced by " activities ", the CHAIRMAN stated that the suggestion would be passed to the committee responsible for the final drafting of the Recommendation.

(The amendment was adopted by 22 votes to 7, with 13 abstentions.)

Consideration No. 2:

Mr. PAYE *(France)* withdrew the amendment presented by his Delegation in favour of that presented by the U.S.S.R., the Ukraine, and Byelo-Russia.

Mr. KOSTIUK *(Ukraine)* spoke in support of the amendment presented by the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia, proposing the insertion at the end of the Consideration of the words " in nature, in life, in productive activities, and in art ".

Mr. DIAZ CASANUEVA *(Chile)* proposed that the words " in the pursuit of a profession and in the enlightened use of leisure... encourages the appreciation of beauty " be replaced by the words " in the pursuit of a profession, in the enlightened use of leisure, and in the appreciation of beauty..." which would enable the amendment better to be integrated into the text of the Consideration.

Mr. KOSTIUK accepted the modification proposed by Mr. Diaz Casanueva.

Mr. BALDAS *(Turkey)* spoke against the amendment.

(The amendment as modified was adopted by 30 votes to 9, with 5 abstentions.)

Consideration No. 2a:

Mr. VÁCLAVÍK *(Czechoslovakia)* spoke in support of the amendment submitted by his Delegation, proposing the insertion of a new Consideration, as follows: "Considering that art is an educational factor necessary to the all-round development of individuality, and an important means to a deeper understanding of reality,".

Mr. SAINT-VICTOR *(Haiti)* proposed that the word " individuality " be replaced by " personality ".

Mr. VÁCLAVÍK *(Czechoslovakia)* accepted that proposal.

Mr. COULON *(Belgium)* spoke against the amendment.

(The new Consideration was adopted by 24 votes to 9, with 6 abstentions.)

Consideration No. 3:

Mr. KOSTIUK *(Ukraine)* spoke in support of the amendment submitted by the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia, proposing the addition of the words " and should help to oppose socially harmful, immoral and distasteful trends and influences " after the words " understanding between mankind ".

Mr. CALÓ *(Italy)* opposed the amendment.

(The amendment was rejected by 20 votes to 14, with 4 abstentions.)

Consideration No. 3a:

Mr. PAYE *(France)* spoke in support of the amendment submitted by his Delegation, proposing the addition of a new consideration as follows: "Considering that the multiplication of images, through photography, books, advertisements, films and television, today represents an advance as important as was the invention of printing, and that the visual education of children should therefore be more widely developed so as to guide their thinking, cultivate their taste, and prevent their awareness from being blunted by vulgarity and ugliness.".

Mr. DIAZ CASANUEVA *(Chile)* spoke against the amendment.

(The new Consideration was adopted by 25 votes to 8, with 12 abstentions.)

Consideration No. 3b:

Mr. KOSTIUK *(Ukraine)* spoke in support of the amendment submitted by the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia, proposing the addition of a new Consideration as follows: "Considering that the teaching of art should make use of the best traditions of folk realistic art,".

Mr. CALÓ *(Italy)* spoke against the amendment.

(The amendment was rejected by 19 votes to 10, with 11 abstentions.)

Clause No. 1:

(Adopted unanimously, subject to a stylistic change affecting French text only.)

Clause No. 2:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the replacement of the words following the word " pupils " at the end of the text by the words " at secondary level ".

After a discussion between Messrs. AVIDOR *(Israel)*, COULON *(Belgium)* and VÁZQUEZ TRESERRA *(Mexico)*, the *amendment was rejected by 27 votes to 11, with 7 abstentions.*

(Clause No. 2 was adopted.)

Clause No. 3:

Mr. PAYE *(France)* withdrew the amendment submitted by his Delegation, which was no longer relevant.

(Adopted without discussion.)

Clause No. 4:

(Adopted without discussion.)

Clause No. 5:

(Adopted without discussion.)

Clause No. 5a:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the insertion of a new Clause as follows: " Since art demands individual rather than group teaching, art classes, particularly at the introductory stage, should be limited to a maximum of 25 pupils."

Mr. DICKEY *(United Kingdom)* felt that it was primarily in the higher art classes that individual teaching became important, and therefore proposed that the amendment should be modified as follows: " Since art demands individual rather than group teaching, art classes should be small enough to enable a teacher to give attention to individual pupils."

(Clause No. 5a as modified by the United Kingdom Delegate was adopted by 25 votes to 4, with 14 abstentions.)

Clause No. 6:

Mrs. SAKOULINA *(U.S.S.R.)* spoke in support of the amendments submitted by the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia, proposing a reversal of the order of paragraphs (d) and (e) in the

English text, and the rewording of paragraph (d) as follows : "(e) social aims : to foster an understanding of the worldwide significance of art through an interest in and respect for the art of other countries, big or small, and to contribute to bringing up the rising generation in the spirit of humanity and friendship among the nations and of peace ; ".

After an exchange of views which took place between Mr. PAYE *(France)* and Mrs. DOUBROVINA *(U.R.R.S.), it was decided that the French and Soviet Delegations would reach agreement on the final drafting of the amendment.*

(Subject to this proviso, the amendment was adopted by 30 votes to 6, with 6 abstentions.)

(Clause No. 6 as amended was adopted.)

Clause No. 7 :

Mr. DOTTRENS *(Switzerland)* proposed the addition of the words " and in the adoption of teaching methods." at the end of the clause.

(The amendment was adopted by 34 votes.)

(Clause No. 7 as amended was adopted.)

Clause No. 8 :

Mrs. SAKOULINA *(U.S.S.R.)* spoke in support of the amendment submitted by the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia, proposing the insertion of the words " and knowledge " before the word " skills ".

(The amendment was adopted by 34 votes to 9, with 4 abstentions.)

(Clause No. 8 as amended was adopted.)

Clause No. 9 :

Mr. REIMERS *(German Federal Republic)* spoke in support of the amendment submitted by his and the Austrian Delegations, proposing the addition at the end of the Clause of the following : " the teaching of the history of art should pave the way to an understanding of the development of art as being based on the spiritual development in each era."

After a discussion in which Mr. PAYE *(France)*, Mr. CALÓ *(Italy)*, Mr. REIMERS *(German Federal Republic)*, and Mr. VÁZQUEZ TRESERRA *(Mexico)* took part, *it was decided to postpone voting on the Clause until the end of the meeting, so as to enable the Delegates mentioned to reach agreement on the final drafting.*

Clause No. 10 :

Mr. ANAS *(Afghanistan)* spoke in support of the amendment presented by his Delegation, proposing the insertion after the words " and materials to be used " of " and within the limits of the suggestion made in Clause No. 8."

After a discussion between Mr. ANTUENO *(Argentina)*, Mr. PAYE *(France)*, and the RAPPORTEUR, *the amendment was adopted by 30 votes to none, with 5 abstentions.*

(Article 10 as amended was adopted.)

Clause No. 11:

Mrs. SAKOULINA *(U.S.S.R.)* spoke in support of the amendment presented by her Delegation, proposing the replacement of the words " in the locality " by the words " both in the country as a whole and in the locality concerned ".

(The amendment was adopted unanimously.)
(Clause No. 11 as amended was adopted.)

Clause No. 12:

Mr. YOUSSEF *(Egypt)* spoke in support of the amendment presented by his Delegation, proposing the addition of the following words at the end of the Clause : " as well as by any other activity for which the child may show an inclination.".

After a discussion in which Mr. COULON *(Belgium)* and Mr. ROJAS *(Venezuela)* took part, Mr. YOUSSEF *(Egypt)* agreed to modify the words " The most valuable method " to read "A good method ", and the last phrase " for which the child may show an inclination " to read " by which the child may reveal his tastes and his talents.".

(The amendment as modified was adopted by 44 votes to 1.)
(Clause No. 12 as amended was adopted.)

Clause No. 12a:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the insertion of a new Clause No. 12a : " So as to give the most gifted pupils opportunities of developing their aptitudes, and to make the study of art more attractive, it is desirable that a supplementary course without any definite programme be provided for such pupils from different classes ; two hours a week would be allocated to such course."

After an exchange of views between Mr. WILLETT *(United States)*, Mr. DICKEY *(United Kingdom)*, and the RAPPORTEUR, Mr. PAYE *(France)* agreed to delete the words " two hours a week would be allocated to such course ".

(Clause No. 12a as modified was adopted unanimously.)

Clause No. 13:

Mr. COULON *(Belgium)* spoke in support of the amendment presented by his Delegation, proposing the deletion of the words " especially those obtainable locally ", and the addition at the end, of the following : " materials obtainable locally should be used as far as possible."

(The amendment was adopted unanimously.)
(Clause No. 13 as amended was adopted.)

Clause No. 14:

(Adopted without discussion.)

Clause No. 14a:

Mr. PAYE *(France)* spoke in support of the amendment submitted by his Delegation, proposing the addition of a new Clause No. 14a as follows: " It is desirable to request the university authorities to examine ways of providing schools with television sets, and thus of giving art teachers even in the least favoured areas an excellent teaching aid; such provision would also facilitate the organization of correspondence courses for children and adults living at a distance from the centres of artistic culture."

After an exchange of views in which Mr. WILLETT *(United States)*, Mr. CALÓ *(Italy)*, Mr. COULON *(Belgium)* and the RAPPORTEUR took part, *it was decided to substitute " education authorities " for " university authorities ".*

(Clause No. 14a as amended was adopted by 42 votes to 1, with 2 abstentions.)

Clauses Nos. 15 and 16:

(Adopted without discussion.)

Clause No. 17:

Mr. YOUSSEF *(Egypt)* spoke in support of the amendment submitted by his Delegation, proposing the insertion of the words " taste and " after the words " a sense of ".

(The amendment was adopted by 41 votes to none, with 1 abstention.)

(Clause No. 17 as amended was adopted.)

Clause No. 18a:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the addition of a new Clause No. 17a as follows: " Like other mass media, the universal use of the cinema, which is undeniably a means of artistic expression, imparting news, and arousing feeling, sets teachers a problem to which insufficient attention has hitherto been given; it is desirable to use the appeal of the cinema to children for good ends, and it will in fact be so used if care is taken during and after schooling to train their judgment and taste in respect of films; such an introduction might well form one of the aims of the proposed supplementary course for the most gifted pupils; ".

After discussion between Messrs. AVIDOR *(Israel)*, REIMERS *(German Federal Republic)*, BOREL *(Switzerland)* and MCCUSKER *(Australia)*, Mr. PAYE *(France)* agreed to replace " arousing feeling " by " impressing ideas ", and that the last phrase be deleted.

(Clause No. 18a as amended was adopted by 36 votes to 6, with 3 abstentions.)

(It was also decided that the suggestion made by Mr. Avidor regarding the choice of the cinema as a subject for study by a future Conference, would be passed to the Unesco-I.B.E. Joint Committee.)

Clause No. 19:

Mr. COULON *(Belgium)* spoke in support of the amendment presented by his Delegation, proposing that the word " building " be replaced by " civil and religious buildings ".

Mr. PAYE *(France)* asked that the original text be maintained.

(The amendment was rejected by 31 votes to 6, with 1 abstention.)

(Clause No. 19 was adopted.)

Clauses Nos. 20, 21, 22 and 23:

(Adopted without discussion.)

Clause No. 24:

Mr. DOTTRENS *(Switzerland)* spoke in support of the amendment presented by his Delegation, proposing the addition at the end of the Clause of the words " great importance, moreover, should be attached to psychology, particularly the psychology of spontaneous expression in children."

After an exchange of views between Messrs. DICKEY *(United Kingdom)*, KOSTIUK *(Ukraine)*, and MACHARD *(Rapporteur)*, *the amendment was adopted by 30 votes to 9, with 2 abstentions.*

Mr. ANAS *(Afghanistan)* spoke in support of the amendment presented by his Delegation, proposing the addition at the end of the Clause of the words " penmanship should also be included in the training of primary teachers ".

After a discussion in which Messrs. ROJAS *(Venezuela)* and VÁZQUEZ TRESERRA *(Mexico)* took part, the *amendment was adopted by 40 votes to 3, with 3 abstentions.*

(Article 24 as amended was adopted.)

Clause No. 25:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the replacement of the words " ability to teach " by the words " teaching ability and experience ; ".

(The amendment was adopted by 41 votes to 4, with 1 abstention.)

(Article 25 as amended was adopted.)

Clause No. 26:

(Adopted without discussion.)

Clause No. 27:

Mr. PAYE *(France)* spoke in support of the amendment presented by his Delegation, proposing the addition of the following at the end of

the Clause : " it is very desirable to grant in-service teachers travelling and practical training scholarships, so as to give them opportunities of making a first-hand study of historical monuments, contemporary works of art, and teaching methods abroad ; ".

Mr. SAINT-VICTOR *(Haiti)* suggested that the amendment be considered as a new Clause No. 27a.

(It was so agreed, and Clause No. 27a was adopted by 47 votes to none, with 1 abstention.)

(Clause No. 27 was adopted.)

Clauses Nos. 28, 29 and 30 :

(Adopted without discussion.)

Clause No. 9 :

The CHAIRMAN read out the new text of the amendment to Clause No. 9 submitted by the Delegations of Austria and the German Federal Republic in agreement with the Delegations of Italy and France : " the history of art should likewise imbue pupils with an understanding of the evolution of art in the context of the development of civilization in each country."

(The amendment was adopted unanimously.)

(Article 9 as amended was adopted.)

Mrs. DOUBROVINA *(U.S.S.R.)* wished to revert to the amendment to Consideration No. 3, presented by the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia, proposing the addition at the end of that Consideration of the following : " and should help to oppose socially harmful, immoral and distasteful trends and influences ". The substantive question raised by the amendment had not been discussed at as much length as other subsequent amendments. Mr. Caló, the Italian Delegate, had opposed it on the grounds of form ; yet it was of the utmost importance that the International Conference on Public Education, which was the only inter-governmental assembly embracing the bodies officially responsible for the education of children and youth, should adopt a stand on the subject and explicitly reprove any use of art that would result in exerting an immoral or anti-social influence on young people, in inciting them to intolerance or in hampering the development of their finest qualities. It was beyond question that Mr. Caló, together with all the other Delegates to the Conference, was in entire agreement with the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia on the substance of the question, and it would be regrettable if, in consequence of a misunderstanding and for a mere question of procedure, that opinion did not find expression in the Recommendation. She would consequently request Delegates to agree to reconsider the vote on the amendment to Consideration No. 3.

The CHAIRMAN thanked Mrs. Doubrovina for the explanation she had just given. He asked Mrs. Doubrovina if she would be satisfied if her speech were recorded in the summary record of the meeting.

Mrs. DOUBROVINA *(U.S.S.R.)*, speaking on behalf of the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia, again urged that the Conference should decide to re-open the debate on the amendment to Consideration No. 3, in view of the fact that the vote had been taken before the subject had been discussed at as great a length as had been the case for other amendments.

Mr. CALÓ *(Italy)* doubted whether it would be possible to consider re-opening discussion of a point upon which a vote had already been taken. He explained that he had opposed the amendment from a desire to be concise and to avoid repetition, since the views expressed in that amendment had already been included in the amendments to Consideration No. 1, which referred to the aesthetic, intellectual and moral aims which should motivate the teaching of art.

Mr. BIELECKI *(Poland)* asked Delegates not to allow a question of procedure to prevent them from continuing their discussion. It was of primary importance that the Conference should be able to establish its position with regard to the fundamentals of a problem which was of the utmost importance.

The CHAIRMAN asked whether other Delegations supported the proposal of Mrs. Doubrovina that discussion on the amendment to Consideration No. 3, submitted by the Delegations of the U.S.S.R., the Ukraine, and Byelo-Russia, should be re-opened.

The Delegations of Bulgaria, Hungary, Poland, Roumania and Czechoslovakia supported the proposal of Mrs. Doubrovina.

(The proposal to re-open discussion of the amendment to Consideration No. 3 was rejected by 34 votes to 8, with 5 abstentions.)

The CHAIRMAN announced that the Conference would now vote on the whole of Recommendation No. 41 to Ministries of Education concerning the Teaching of Art in Primary and Secondary Schools.

(Recommendation No. 41 concerning the Teaching of Art in Primary and Secondary Schools was adopted unanimously.)

The CHAIRMAN expressed his warmest gratitude to Mr. Machard, Rapporteur, Mr. Coulon, Chairman of the Drafting Committee, and to all members of that Committee, as well as to Mrs. Veluz-Pagano, author of the comparative study on the teaching of art, for the magnificent task they had accomplished.

CLOSE OF CONFERENCE

Mr. CALÓ *(Italy)*, speaking as one of the participants of longest standing in the International Conference on Public Education, expressed his friendship and attachment for the bodies sponsoring it. The success

of the deliberations of the Conference was growing from year to year. He thanked Mr. Piaget, Director of the International Bureau of Education, and the persons representing Unesco, as also the Chairman of the Conference, Mr. Raadi, for the authoritative way in which he had directed its proceedings. He also thanked the Genevese authorities, who as always had accorded a very kind welcome to the Delegates. He trusted that all members of the current Conference would also come to the XIXth International Conference on Public Education in the following year, and so ensure continuity in the work of the Conference.

Mr. VETCH *(Holy See)* observed that the work done by the present Conference was of interest to the entire world. Could there be any greater privilege or responsibility than that of guiding children through adolescence towards manhood and maturity in such a way as to attain the highest possible spiritual and material well-being for humanity? The Church was content to have been one of the pioneers in the field of education. It had followed the work of earlier Conferences with the greatest interest, and had requested a large number of additional copies of Recommendations in order to bring them to the cognizance of the far-flung network of educational establishments with which it was in contact. It noted with great satisfaction that the Recommendations adopted in the present session, proclaimed that every human being had the right to education, without discrimination on the grounds of race, religion or nationality; that a greater effort should be made in the direction of education rather than in the direction of war and destruction; and that the State should assist all educational establishments. In the field of art and technical developments, the Holy See held the view that coordination of endeavour to raise the standard of material and spiritual well-being was a matter of the highest importance and the greatest urgency.

Mrs. BURTLE *(International Labour Organization)* assured the Conference that Recommendation No. 40 concerning the Financing of Education had aroused great interest at the International Labour Organization, and that the principles outlined in it would certainly have a direct effect on a number of questions of special interest to her Organization. Cooperation between school authorities and employers with respect, for example, to the school leaving age and the age at which children could legally start work, was still in its early stages, but much progress was being made. Given the development of technology, schools were playing an increasingly important part in vocational training, and the same was true of their contribution to adult education, women's education, etc.

Mr. Antoine BOREL *(Switzerland)* thanked Delegates for their participation in the work of the Conference. They had met in a country of old pedagogic traditions, in a country of contrasts, whose school organization was characterized by its infinite diversity. Swiss schools were nevertheless united in the conviction that education and learning were basic guarantees of liberty. He referred to the degree of unanimity reached during the vote on the Recommendations, which proved that agreement was possible, in spite of minor differences, when Delegates were inspired solely by the desire to improve education.

Mr. RUBIO *(Spain)* drew attention to two marked characteristics of the Conference: industry and a spirit of cooperation. They had been present at all the discussions, and had enabled Recommendations Nos. 40 and 41 to be adopted unanimously. He expressed his gratitude to all Delegations for the work accomplished, and thanked the Swiss authorities and people for their hospitality.

Mr. ANAS *(Afghanistan)* expressed his deep gratitude to the Chairman for the manner in which he had conducted the work of the Conference, and to the staff of Unesco and the International Bureau of Education for the way in which the session had been prepared and organized. The meeting had thus been enabled to come very close to the ideal of unity, of mutual respect, and of international collaboration.

Mrs. KENYERES *(Hungary)* pointed out that the People's Republic of Hungary was participating for the second time in the International Conference on Public Education. She was fully convinced that such exchanges of views contributed effectively to the development of education and of international understanding. The Hungarian Delegation would not fail to inform the authorities in its country of the Recommendations made by the Conference.

Mrs. DOUBROVINA *(U.S.S.R.)* noted that the Conference had once again shown the necessity for each country to adapt the decisions taken, to its own spirit and conditions. Complete frankness was the essential basis of successful completion of the work. The Soviet Delegation did not wish to impose its own point of view, but felt that it should be possible to reach agreement, if not on form, at least on matters of principle, for the work of the Conference had a universal impact. Recommendation No. 41 concerning the Teaching of Art in Primary and Secondary Schools, although adopted unanimously, did not quite reflect the views of the whole assembly. The Soviet Delegation, however, hoped such exchanges would continue, and that the Recommendations would be a guide for educators. Speaking also for the Delegations of the Ukraine and Byelo-Russia, she thanked Unesco and the International Bureau of Education, and the Genevese authorities who had made all possible preparations to facilitate the work of the Conference, and had enabled Delegates to visit schools in the Canton. She also thanked the Secretariat of the International Conference on Public Education, and trusted that future sessions of the Conference would prove as effective as those of the past.

Mr. WILLETT *(United States)* wished, in the name of his Delegation, to express his gratitude to Unesco, the International Bureau of Education, the Swiss and Genevese authorities, and all members of the Secretariat, for the care that had been taken in the preparation of the Conference. He regretted, however, that he had not had the time to make the acquaintance of each and every Delegate more fully. Even more important than the Recommendations on the Financing of Education and the Teaching of Art, was the opportunity provided to strengthen understanding and mutual confidence. He hoped that the Conference would have an influence on the goodwill efforts of all nations seeking to establish peace and prosperity ; that would presuppose the free exchange of ideas, and the greatest degree of objectivity.

Mr. KUO *(Republic of China)* admired the team spirit which existed between Unesco and the International Bureau of Education, and hoped that their fruitful collaboration would continue to grow in the years yet to come.

Mr. AKRAWI *(Unesco)* took pleasure in mentioning the close collaboration between Unesco and the International Bureau of Education, a collaboration which was in continual process of development, and in noting that the International Conference on Public Education had achieved universality. Whereas in 1949 some 47 Delegations participated, at the present time they numbered 65, comprising 134 members and 10 observers. Another sign of progress was the fact that 17 of the Delegates in their midst were women. He voiced the hope that increasing sums would be set aside for education. It was evident that education was the concern of all, and that the world could not get along without it. He wished to say a word of commendation for the charm and equanimity of the Chairman, and to thank the authorities of the City and Canton of Geneva, and the Swiss government, for the hospitality that had once again been bestowed on the Conference. He also wished to emphasize the excellent work, of clockwork precision, performed by the Secretariat of the International Bureau of Education. He expressed his gratitude to the Delegates for their assiduity, trusting to meet them again in the following year, and that they would be joined by yet further Delegations.

Mr. PIAGET *(International Bureau of Education)* thanked Delegates for the objectiveness, cordiality and goodwill they had evinced throughout the Conference. He congratulated them on having unanimously adopted Recommendations Nos. 40 and 41 to the Ministries of Public Education. He wished to mention in particular the presence at that closing meeting of Mr. Dante Bellegarde who thirty-four years ago, in 1921, single-handed and in vain, had campaigned for the incorporation of education in the programme of the League of Nations. When the majority had proposed to delete the word " education " from the terms of reference of the International Committee on Intellectual Cooperation, Mr. Bellegarde had uttered the following prophetic words on the function of an international educational organization : " There can be no doubt that education tends more and more to become a scientific question. I admit that it is not for the League of Nations to give directions or to prescribe to each State the best methods of education to be adopted, but it seems to me that it is of capital importance for all the nations to be kept informed of the progress arrived at by the various peoples in the sphere of education... Exchange of information with regard to the efforts made by the various nations in the field of education is undoubtedly of considerable value... I consider that the words ' and education '... should be restored because it is extremely important for us... that an exchange of information should take place with regard to the pedagogic work carried out all over the world, so that we may arrive at that unity in varied form which we are endeavouring to achieve in this Institution." Mr. Bellegarde's appeal unfortunately had met with no response.

Mr. Piaget went on to endorse the hopes voiced by Mr. Caló of meeting the largest possible number of the Delegates present at the XVIIIth Conference at the session the following year, and suggested that each

Delegation might include at least one member who had followed the work of earlier Conferences, as that would greatly facilitate the work. In the name of the International Bureau of Education, he expressed gratitude to the Chairman for his imperturbability in the handling of the discussions, to the Rapporteurs for their objectivity, and to the Unesco representatives : Mr. Luther Evans, Director-General, who had been present at the opening meeting of the Conference, Mr. Elvin, Director of the Department of Education, Mr. Akrawi, Deputy Director, and their staff, among whom he particularly wished to thank Mr. Legrand for all the work he had done.

Mr. SAINT-VICTOR *(Haiti)* stated how deeply honoured he was to have with him at the closing meeting no less a personage than Mr. Dante Bellegarde, and desired to express his gratitude and appreciation for the remarks by the Director of the International Bureau of Education, and for the unanimous tribute that the International Conference on Public Education had just paid to his illustrious fellow-countryman.

The CHAIRMAN thanked Delegates for their kind tributes, and all those who had contributed to the success of the Conference. In particular he would like on behalf of all Delegates to express unbounded admiration for Professor Jean Piaget, one of the great servants of mankind, and for his distinguished collaborator and fellow-worker, Professor Pedro Rosselló. He also thanked the Secretary General, Mrs. Suzanne Auroi, and all other persons working at the International Bureau of Education, for their devoted work, and paid tribute to all who had contributed to the success of the Conference, in particular the interpreters, whose competence and patience he had once again admired. In the absence of Mr. Evans, Director-General of Unesco, and of Mr. Elvin, he asked Mr. Akrawi to convey to them Delegates' deep gratitude for the interest Unesco had always shown in the work of the International Bureau of Education, and the International Conference on Public Education. He thanked Mr. Akrawi and all members of the Unesco Secretariat from Paris for their fruitful collaboration, as also the authorities of the Swiss Confederation and the City of Geneva for their hospitality. He would be failing in his duty if he did not also thank the Rapporteurs for their assistance, the Vice-Chairmen for having shared his burden, and the members of all Delegations for the spirit of cooperation they had shown. All had united to fight against the greatest enemy of mankind : ignorance.

He made a number of suggestions concerning the presentation of reports on educational progress during the school year. He declared that one of the major advantages of the Conference lay in the opportunity for contacts that it afforded, and in the bonds of fellowship forged between the Delegates. He trusted that the various Delegations would not only carry away documents, but also something of the spirit of the Conference, and a heightened consciousness of their responsibilities and opportunities. In conclusion he trusted that the work done by the representatives of the sixty-five governments represented at the Conference would contribute to world understanding and agreement.

He declared closed the XVIIIth International Conference on Public Education.

(The meeting rose at 1.30 p.m.)

TEXTS OF REPORTS

General Report on the

FINANCING OF EDUCATION

Presented by Mr. Clayton D. HUTCHINS, Rapporteur

Introduction

Last year the XVIIth International Conference on Public Education considered the training and status of secondary school teachers, and the preceding Conference discussed the training and status of primary teachers. Recommendations growing out of these discussions were published as Recommendations Nos. 36, 37, 38 and 39.

An examination of these Recommendations reveals that all four of them included references to financing the schools. This means that it was apparent to many Delegates that the improvement of plans and procedures for financing education and increases in the amounts of money for schools would help to solve many significant and troublesome problems.

In view of these considerations the choice of the financing of education as one of the items for the agenda of the 1955 Conference is readily understood. The topic is worthy of our careful study, and our discussions and findings, and the Recommendation we shall pass, will help the nations of the world to improve their system of public education.

As we all know, the staff here in Geneva has been working on a study of the problem for many months. A questionnaire on the financing of education was drawn up, and sent to all the countries represented here. The replies were analysed by the Research Division of the International Bureau of Education, and the resulting study in comparative education was jointly published by Unesco and the International Bureau of Education in the form of a book which has been distributed to you. It is my purpose here to present a summary of the general conclusions of that study, which may serve as basis of the general discussion preceding the formulation of a draft Recommendation on the financing of education.

Constitutional Texts and Laws

Many countries have references to the financing of education in their constitution, basic laws, or education acts. The references in the constitution are in many cases of a very general kind, directing that public funds shall be used to support systems of public education. In some cases,

however, references in the constitutions are more specific, and provide that financial responsibilities for education shall be allocated among the various administrations.

The fact that these references are made in basic legislation indicates the importance that the law-makers attach to the financing of education. Definition by a constitutional text generally makes reform a more difficult process than mere definition by an ordinary law or statute, but has the advantage of offering some resistance to changes conceived in haste and based on temporary circumstances.

Administrations Responsible for Financing

The diversity and complexity of the systems of financing education are two of the first points to emerge from an analysis of those systems. Their structure is evidently related to the distribution, among the various administrations, of financial responsibility for education, which in its turn is related to varying political, geographical, historical, economic, and other factors.

The administrations responsible for financing education are to be found at three levels : (a) administrations at central level, generally called federal level in federal countries ; (b) administrations at the regional level, where they frequently take the form of a central administration, in federal countries made up of states, provinces or cantons ; (c) local administrations which may be, for example, municipalities or bodies specifically responsible for education in an area which includes several localities, as, for example, school districts in certain Anglo-Saxon countries.

Three systems appear to enjoy more or less equal favour in the countries taking part in the International Bureau of Education survey. Under the first of these systems, the central administrations or Ministries of Education shoulder the entire responsibility for financing public education establishments. The Ministries of Education draw up an education budget in recognition of educational requirements and the country's resources, and secure appropriations which are either applied directly or placed at the disposal of the competent regional or local administrations.

Under a second system, responsibility for financing education appears to be shared among the central administration, the regional or state administrations, and the local administrations. This frequently is noted in countries that are federal in form, in which the federal government, the federated regions, and the local administrations each have their several shares of the responsibility, and also the non-federal countries in which the central administration, the provincial or departmental administrations, and the municipal authorities participate jointly in the financing of education.

Finally, there is a third group of countries in which financial responsibility for education in the country or State is shared solely between the central authority and the local school administration.

The replies to the International Bureau of Education questionnaire on financing the schools indicate that, in two thirds of the 55 countries that responded to the survey, financial responsibility for education is distributed among two or three administrative levels.

Types of Responsibility Borne by Central (Federal) Administrations

These general statements require further clarification because of variations in financing services for different age and grade levels. It appears from the International Bureau of Education survey that : (1) in about two countries out of five the central authority assumes responsibility for the schools of a given level or type of education, for a special kind of school or schools situated in a given territory where there appears to be federal responsibility ; (2) in about half the countries the central administration contributes towards the educational expenditures of the regional and local administrations, by making grants, by assuming expenditures on given levels of education, or by defraying certain kinds of expenditures for educational purposes.

Types of Responsibility Borne by Regional Administrations

In ten countries the regional authorities such as states, provinces or cantons assume entire or partial financial responsibility for the cost of the educational establishments placed under their jurisdiction, and in another ten countries they contribute towards the educational expenditures of the local administrations, by making grants for education in general or by assuming entire or partial financial responsibility for defraying certain kinds of expenditures on schools under the jurisdiction of the local administrations.

Types of Responsibility Borne by Local Administrations

As a general rule, if one considers the overall expenditure on education, financial responsibility is shared by the local administrations with administrations at a higher level ; under this plan there is a partnership arrangement. The function of the local administrations is mainly of two kinds : in about fifteen countries they bear part of the expenditures on certain educational establishments, the remainder being covered by the central or the regional administrations ; and in fifteen other countries the local jurisdictions assume entire financial responsibility for certain of the educational programmes and services.

Financing the Several Categories of Public Education

The distribution of financial responsibility at the various levels of education is also related to the various categories of expenditures, including such items as school building, equipment instructional materials, salaries, and social services to pupils, at each level. The following are a few of the general principles which appear to govern such distribution of financial responsibility.

When financial responsibility for education is distributed among administrations at different levels, expenditures for school facilities including school building and equipment are most often borne by the local administrations, with or without aid from the higher levels of government, and expenditures for salaries are frequently borne by administrations at higher levels. Also, financial responsibility, especially as regards primary and secondary levels of education, is usually shared by two or three administrative levels.

Here it should be noted that the number of countries in which the central administration assumes the entire financial responsibility for education in general or for a given level of education is far greater than the number of countries in which the local administrations bear this responsibility alone.

Lastly, reference may be made to a characteristic feature of a number of countries in which financial responsibility is shared between administrations at different levels. This feature is that establishments at a given educational level are sometimes financed completely by one administration and sometimes by another. Thus it is that in the same country, sometimes in the same town, State primary or secondary schools exist side by side with locally controlled primary or secondary schools, and federal universities exist alongside provincial universities. This system, which may offer certain advantages and cover certain gaps, may nevertheless sometimes lead to a form of overlapping which may not be most efficient in management. The system of joint participation by the various authorities in the financing of educational establishments appears to obviate these drawbacks.

Two general remarks may be made on the subject of financing certain levels of education. At the level of pre-primary education, for example, it is important to note that in about one third of the countries replying to the International Bureau of Education questionnaire, there are no pre-primary schools directly under the jurisdiction of the authorities.

As regards the primary level, it should be stressed that when the authorities at the higher level grant subsidies to the local authorities that operate the schools, one of the most frequently employed formulas is that of relating the size of the subsidy to some measure of educational load such as numbers of pupils, classrooms, or schools. Sometimes, this kind of formula is also used in distributing funds for secondary schools.

Special Ways of Financing Education

Special Funds. About two fifths of the fifty-five countries replying to the International Bureau of Education questionnaire mentioned the existence of special funds outside the ordinary budget, and of extraordinary budgets, which are used for financing school building programmes, literacy campaigns, cultural extension work, fundamental education, and adult education.

Long-term Plans. Long-term plans for financing specified educational programmes exist in about one third of the countries replying to the International Bureau of Education questionnaire. These plans, the term

of which varies between three and ten years, makes it possible to rationalize and to distribute more evenly the means available, particularly for programmes for improving school facilities, for expanding certain categories or levels of education, and for cultural extension.

Loans. About half of the countries replying to the International Bureau of Education questionnaire refer to the use of loans for educational purposes. Loans, which are generally used to meet particularly heavy expenditures for school building, equipment and repair of facilities, make it possible to spread the charges over a number of years. In this way the younger generations will help to pay for permanent improvements which they are the first to use. It should be noted also that in certain cases the central or federal authorities make loans to the local administrations, sometimes on more advantageous terms than would be obtained in the open market.

Participation by Non-Educational Administrations. In practically all of the countries replying to the International Bureau of Education questionnaire certain educational activities are financed by non-educational administrations. Those educational activities are generally related to the special fields of these administrations. Ministries of Labour or Agriculture may finance vocational schools, Ministries of Public Health and Hygiene may operate school medical services, and Ministries of Defence, War, Admiralty or Air may be responsible for army, navy and air schools. This system fills a certain need, but it would appear highly desirable that there should be a good deal of coordination between all the administrations responsible for financing education if the best results are to be obtained.

Sources of Funds

General Receipts and Special Taxes for Educational Purposes. Funds for financing education appear to come from general receipts in over three fifths of the countries replying to the International Bureau of Education questionnaire. Nevertheless, in about eighteen countries there are special taxes or levies for educational purposes. The yield and the importance of such taxes levied specifically for education vary from one country to another, but in practically all cases they appear to be only a supplementary source of income. In a few countries, however, the revenue from such earmarked taxes or rates constitutes the main part of the local receipts. This is true, for example, in the United States and in certain other English-speaking countries, where a tax for education is levied on income and property. In other countries, taxes are levied on liquor, beer, tobacco, entertainments, public documents, sales, lotteries, inheritances, bequests, slaughter houses, and on various business transactions. In some of the countries the revenue from such taxes is devoted to certain categories of educational expenditures such as school construction, vocational education, literacy campaigns, and higher education.

Enrolment, Examination and Certification Fees. The problem of the effect of the possible abolition of enrolment, examination or certification fees is much more likely to be raised at secondary and higher education

levels than at primary level. Eight countries stated that the abolition of such fees would apparently have little or no adverse effects on the secondary education budget, while seven others declared that they could not contemplate such a change at present. Moreover, about twenty countries, while not stating explicitly that the abolition of fees charged at secondary level would have little or no effect on the secondary education budget, nevertheless point out that the fees in question are low and that their total represents only a small part of the funds available for secondary education purposes. It should also be noted that there are certain countries where secondary education is free except that examination and certification fees are charged, and others where it is free and where the examination and certification fees are regarded as relating to the level of higher education.

With regard to higher education, about one third of the countries have replied more or less categorically with reference to the possibility of abolishing fees. It is estimated that the effect of abolition would be very serious indeed in the majority of the countries involved. In the remaining four or five countries it would be less serious. At least four countries state that higher education is free of charge.

Special Measures for Financing Certain Activities. Just slightly more than a third of the countries replying to the International Bureau of Education questionnaire refer to special measures for financing education, outside the framework of the ordinary budget. The revenue from such sources is usually small. In most instances such funds are derived from locally planned school festivals and shows, tombolas, and sales of objects made in schools. They help to finance school building, playing fields, or are used to build up school funds for providing certain kinds of assistance to pupils. In a few instances the special measures undertaken are at the national level and are for financing educational purposes which concern the country as a whole. Examples include the issue of special stamps, levies on lotteries, and the organization of national "days" or festivals.

Foreign Contributions to Educational Finance. To the question asking for a description of the ways, if any, in which foreign national or international organizations contribute to the financing of educational establishments, it appears that certain countries have interpreted this to mean only such foreign contributions as the provision of grants and subsidies, the assistance of teaching experts, or the provision of instruction and construction materials. Other countries consider that the award of foreign scholarships for their citizens, or the presence within their territories of foreign schools, constitute a right and proper contribution of foreign participation in financing education. If this second interpretation is accepted, then almost all countries can report international contributions from independent and private sources as well as foreign contributions from official sources.

Whichever interpretation is considered, about three fifths of the countries replying to the inquiry refer to contributions from foreign sources. Nineteen countries mention the assistance of international organizations, and the help given by one or several foreign nations is mentioned by nearly twenty-five countries.

Private Initiative and the Financing of Education

Financing of Education by Certain Undertakings. In the replies of fourteen countries reference is made to legal obligations for certain industries or other undertakings to make direct contributions to financing education. Such obligations require the enterprises to bear the charge of educating the children of their employees, or even of providing education for the employees themselves. In other instances, the employers are merely required to make certain payments to local and state governments, often in proportion to turnover or payroll, thus contributing indirectly to the financing of certain educational activities.

Direct participation of industries and other undertakings is mentioned in nine countries, mostly in Latin America. The legal obligations in these instances concern those enterprises whose employees or their children exceed a certain minimum number, or those which are situated more than a certain minimum distance from a town or school, or whose capital exceeds a given amount.

The obligation to make indirect contributions for education mainly takes the form of taxes to be applied to education in general, to technical and vocational education, or to a fund for social and educational purposes.

It is of interest also to note that some of the countries in their replies refer to voluntary contributions made by industries to educational purposes, mostly in the field of apprenticeship or vocational education that appears to be directly useful to the industries.

Public Authorities' Contributions to Independent Schools. In over three quarters of the fifty-five countries replying to the International Bureau of Education inquiry the public authorities give assistance in some form to independent or non-public schools. The nature of the assistance given varies from one country to another. Whatever form assistance takes, the major concern of the public authorities appears to be to ensure that the education offered in these private schools reaches a certain standard, and they usually do this by requiring that the teachers possess certain minimum qualifications, and that the schools follow certain curricula. In a few countries the regulations require those responsible for independent schools to pay their teachers certain minimum salaries, or to maintain a certain level of enrolment.

Needless to say, not only the nature, but the extent of the aid given by the public authorities to independent schools varies considerably from one country to another. Although in one or two countries such aid covers all or nearly all the operational costs of recognized independent schools, in most countries it amounts to small proportions, usually under 50%, of the total expenses of the schools. Where particulars are given concerning the use of public funds for private purposes, they are usually related to teachers' salaries, the public authorities either undertaking to meet a certain percentage of the expenditures for salaries, supplying paid teachers to independent schools, or helping with expenditures on teachers' salaries in indirect ways. Other categories of expenditures, particularly those connected with certain capital expenses, may also benefit by public funds allocated for private school purposes. Moreover, in some countries certain public services such as pupil transport and school meals are provided for children attending the private schools.

There are a few countries, where no assistance is given to independent schools by the public authorities.

Increase of Educational Expenditures and Measures Taken to Meet Increasing Financial Demands

An increase of educational expenditures, and the reform of the education budget, is the inevitable result of the endeavours made in all countries during the past few years to adapt their educational systems to present-day needs and demands. Generally speaking, the increase of certain budgetary sections or items does not appear to have been made at the expense of other sections or items, but rather to have resulted in the increase of the total volume of the education budget. The items most affected have been those relating to teachers' salaries ; then follow items such as school construction, school equipment and materials, social assistance to schoolchildren and students, and grants to private schools.

The ways and means adopted to meet the increasing financial demands are necessarily closely linked with each country's special problems, its economic development, and its fiscal policies.

In a number of countries, reforms are envisaged relating to the distribution of financial responsibilities among the various governmental administrations. The main trend appears to be toward the assumption of a greater share of this responsibility by higher levels of government, although in other instances local administrations are providing a greater share.

Other envisaged reforms relate to new sources of taxes for education, the specification of a minimum percentage of general receipts to be used for educational purposes, the abolition or increase of fees, and the improvement of distribution procedures.

While some of the countries replying to the questionnaire speak of an actual or envisaged tendency to increase the total allotted to education in relation to allotments to other public functions, elsewhere the attempt is being made to increase revenue by raising existing taxes, imposing new taxes, or making greater use of loans. Problems relating to certain categories of educational expenditures, and particularly those connected with school building and teaching staff, are the chief concerns of administrations. Attempts to rationalize and coordinate financing procedures to avoid duplication, and the appointment of special commissions or boards to study the whole problem of the increasing financial demands of education, can be of real service in this respect.

Certain countries express the hope that their needs will be met by increased assistance from foreign national or international sources. It would seem, however, that seeking to solve the problem by increasing national income through an increase in production, increasing the proportion made available for educational purposes, and allowing the people in the local communities to provide additional funds for school programmes they desire, are the best means of meeting the ever-growing financial needs of education.

General Report on the

TEACHING OF ART IN PRIMARY AND SECONDAY SCHOOLS

Presented by Mr. Louis MARCHARD, Rapporteur

Introduction

The enthusiasm shown in recent years in educational circles for art in schools parallels a much wider movement with two aims relating to individuals and to the world community. The first of these two aims offers all individuals, and not merely artists, a means of expressing themselves through creative work which brings out the personal gifts of imagination and reason in a concrete way. The realization of this aim is of a special urgency in view of the menace to individuality arising from the over-rapidity of technological advance and the abuse of the picture in a mechanical age. It is a question of safeguarding the balance and harmony of human beings through enriching them from the store of new resources made available to art by an appeal to the imagination.

The second aim is related to the development of international understanding. Through works of art it is possible to know a nation's ideas, beliefs, and traditions, free of preoccupations of a material kind, and to bring out what is human and permanent in forms of art that are seemingly unconnected.

The item on the agenda of the XVIIIth International Conference on Public Education, concerning " The Teaching of Art in Primary and Secondary Schools ", is thus of vital importance for the evolution of the modern world.

One of the working papers at the disposal of the Delegates to the Conference is a volume giving the findings of an inquiry carried out by the International Bureau of Education, and based on the data provided by the Ministries of Education in 65 countries. This volume gives a clear picture of the way in which art is now being taught at primary and secondary level. The practical worth of the Recommendation on art teaching that the Conference will be called on to formulate and adopt, will stem from the extent to which due account has been taken of the facts and the obviously unfulfilled needs in this field.

Place of Arts in Curricula

The visual or plastic arts generally comprise drawing and painting, and then modelling, engraving, decoration, and, in the school world at least, all other activities relating to art education. The commonest designations in the curricula for these various facets of art work are " drawing ", " drawing and painting ", or " art and handicrafts ".

The importance attached to art may be judged by seeing whether it is a compulsory or an optional subject, and how much time is allocated to it. The International Bureau of Education inquiry shows that at primary level art is invariably a compulsory subject. That this is so is doubtless due to the fact that at the beginning of their schooling children are best able to give concrete form to their thoughts through scribbling, modelling, and the other activities comprised in the term " art ". The inquiry shows, in fact, that in many countries the children's education is begun with such activities. The time devoted to art comprises not only what is specifically allotted to it in the curriculum, but also the time spent on it in framework of the teaching as a whole. In regard to secondary schools, the inquiry shows that art is less frequently compulsory than it is at primary level. In about one half of the countries, in fact, replying to the questionnaire sent out by the International Bureau of Education, certain secondary classes and sections, notably those preparing for the secondary school leaving examination, have art only optionally, not at all, or in an undesirable form.

On the basis of this brief sketch of the place of art in primary and secondary curricula, the educationalist conscious of the educational and social value of art can begin to formulate *desiderata* : a time allocation that is adequate and so distributed as to permit reasonable continuity in the work ; integration between art and all other subjects, even at secondary level ; opportunity for all pupils at all levels and in all sections to do art work, optionally where it is clearly out of the question to make it compulsory.

Aims of Art Teaching

In the 65 countries replying to the International Bureau of Education questionnaire, the various aims assigned by the education authorities to art may be grouped as follows : educational aims (to develop observation, imagination, expression, control, etc. ; to assist the children to grow physically, spiritually and mentally) ; general cultural aims (to increase the available sources of information, absorption and expression) ; teaching aims (to illustrate compositions, to make scientific diagrams, etc.) ; practical aims (to impart techniques of use in everyday life, and professionally) ; guidance aims (to reveal the children's psychological make-up, and to discover, verify and foster their individual aptitudes).

A teacher's whole approach to his work and his choice of methods, techniques and materials, derive to a very large extent from the ideas he has formed of the aims of the subjects he teaches. It would therefore appear desirable that the school or inspection authorities should clearly formulate the aims of teaching art. It also appears desirable that the two aims of art teaching which were referred to at the beginning of this report, relating to individuals and to the world community, should be brought to the notice of teachers, who will thus be influenced and assisted even in their realization of more immediate tasks.

Art Syllabuses

The foremost activity covered by the term " art " in the curricula is drawing : drawing from imagination (taking a predominant place in the

early years), drawing from memory, drawing from observation, decorative drawing, etc. In most cases drawing is accompanied by painting, and, at or after primary level, modelling, cardboard work, cutting out, engraving (linoleum, wood, etc.), printing (potato-cuts, stencilling), making scenery or posters, lettering, decorative composition, woodwork, metalwork, leatherwork, basketry, weaving, pottery.

It is thus clear that art often includes normal activities, to the extent at least that those activities are regarded as contributing to the children's art education.

The themes or subjects given in art syllabuses appear in most cases to be merely in the nature of suggestions, as art teachers usually enjoy complete freedom to choose the subjects that they deem most apt to awaken their pupils' interest or most closely related to or suggested by their pupils' surroundings.

One question in the International Bureau of Education questionnaire concerned the extent to which art syllabuses are differentiated on the basis of sex. The replies to this question show that most art curricula are not so differentiated in essentials, but that some differentiation (especially in handicrafts) may be made in the light of the special interests of each sex, and that certain handicrafts (needlework, etc.) generally regarded as being specifically feminine are in some cases included in art syllabuses.

The above offers a summary of the findings of the inquiry carried out by the International Bureau of Education, and may serve to initiate the general discussion preceding the formulation by a special committee of a Recommendation on the teaching of art, for submission to the vote of the Conference. It seems desirable that syllabuses for the various age groups should be drawn up on the basis of those research findings in the field of child psychology which deal with the stages of psychological growth and indicate what particular activities are most suitable for successive mental ages.

Methods of Teaching Art

The comparative study made by the International Bureau of Education and presented to the Conference as working paper, shows that most art syllabuses contain suggestions concerning methods of teaching the subject. These suggestions are limited in most cases to the principles of a teaching approach in harmony with activity methods, and teachers are left to choose the particular methods most suited to their pupils' needs and aptitudes. ' The comparative study also shows that teachers are generally advised to foster the children's spontaneity of expression, especially in the early years of schooling, and to use models (for drawing from observation) only later in the course, and preferably taken from nature, to avoid all mere copying, and, in addition to individual work, to encourage group or team work, which cultivates a social attitude. It is of special interest to note, moreover, that teachers are recommended to take note of the findings of child psychology and physiology. This is a point which should on no account be omitted from a Recommendation.

In practically all the countries replying to the International Bureau of Education questionnaire, every endeavour is made to give the children opportunities of seeing and appreciating works of art of all kinds. Such

opportunities, of course, are in some cases limited by external conditions (distance of school from a town, inadequate funds, etc.), but concrete suggestions may well be made by the Conference in this connection, especially in regard to some practical way of organizing the circulation of works of art, reproductions, and informative material among the schools. Teachers have new possibilities through photography in colour, and film-strips. The question of building up collections suitable for the teaching of art should be taken into account.

Teachers of Art

The question of who is to teach art is dependent to a large extent on the level of education. At primary level the various subjects taken are not kept in watertight compartments, and all of them are related to and influenced by sensorial activities; it is thus a matter of course that art should be taught by the class teacher. Primary teachers receive the necessary training for this work during their teacher training course, which obviously should make ample provision for art activities.

At secondary level the various subjects taken gain increasing independence of each other. The pupils begin to specialize, and they are all too often taught by specialist teachers with the necessary knowledge but possessing little or no teacher training. The comparative study made by the International Bureau of Education, however, shows that in twenty of the countries replying to the questionnaire secondary teachers of art receive some teacher training, and the extension of this system is to be recommended. Further training courses can serve to assist in-service teachers who have no teacher training, and to compare methods and results.

So far as the status of specialist teachers of art is concerned, it would be only just that those among them holding professional qualifications at least equal to those of their colleagues, should enjoy the same salaries, rights, and privileges; this is already the case in many instances.

TEXTS OF RECOMMENDATIONS ADOPTED BY THE CONFERENCE

RECOMMENDATION No. 40 TO THE MINISTRIES OF EDUCATION concerning the FINANCING OF EDUCATION

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the fourth day of July, nineteen hundred and fifty-five for its eighteenth session, adopts, on the eleventh day of July, nineteen hundred and fifty-five, the following Recommendation :

The Conference,

Considering that education authorities must dispose of adequate funds to be able fully to implement Recommendations Nos. 32, 34, 36, 37, 38 and 39, on Compulsory Education and Its Prolongation, Access of Women to Education, Primary and Secondary Teacher Training, and the Status of Primary and Secondary Teachers, as formulated and adopted by the XIVth, XVth, XVIth and XVIIth Sessions of the International Conference on Public Education,

Considering that in the field of educational financing no discrimination should be made in regard to such matters as race, nationality, sex, religion or social position,

Considering that increases in the funds required for education are inevitable, in view of the development of education at all levels, due to an increased birth rate, to the introduction or extension of compulsory education, and to the extension of adult education, and in view of the rising costs of school equipment, staff and welfare activities,

Considering that increases in public education budgets have in many cases been largely offset by inflation,

Considering that without prejudice to contributions from both public and private bodies, the main source of financing public education should be the budgets of the public authorities at different levels, as these budgets are the most stable source of financing,

Considering that peace is the basic condition of the development of education, since it is a source of wealth whereas war is a source of destruction and non-productive expenditure, and that it is therefore desirable to devote to education a portion of the funds now devoted to armaments,

Considering that well-developed systems of education have promoted economic, social and human progress in countries where such systems exist, and that the progress in these countries offers a forceful argument for further increases in the funds for education in all countries,

Considering that the rapid development of national culture and education in dependent and under-developed countries is of great importance,

Considering that countries sharing similar aims, but having different economic, financial and administrative systems, need to find varied solutions to the problem of financing education,

Submits to the Ministries of Education of the several countries the following Recommendation :

General

1. Without contesting the importance of other items, education should be given, at all times, a leading place among the financial responsibilities borne by the public authorities ;

2. The steady expansion of education requires increase of the education budget as a whole ; the creation of new services or the development of already existing services should not involve a reduction in other essential educational services ;

3. The leading place in regard to financing to which education may justly lay claim, should go hand-in-hand with the utmost care by the education services to make the best use of the funds placed at their disposal through the sacrifices agreed upon by the community ;

4. In view of the increasing importance of the financial factor in the expansion of education, it is desirable that legal provisions, whether constitutional or statutory, should make reference to the financial responsibilities for education of the public authorities at the various levels ;

5. It would be desirable to collect and publish data which might be used to inform the public of the economic, and the resulting moral and cultural, benefits of expenditure on education.

Study of Educational Financing

6. In order to raise the efficiency of systems of financing education, it is desirable, where other suitable methods and procedures are not available, to set up a commission of inquiry in each country, composed of representatives of the competent educational and financial authorities, and of the persons benefiting from education ;

7. The activities of commissions of inquiry on educational financing should cover not only current problems, but also estimates of future needs as seen in the light of present trends, quantitative and qualitative changes in education, and changes in national income and tax revenues ;

8. The findings of commissions of inquiry on educational financing should be used in (a) the preparation of the annual education budgets at the various levels of responsibility, (b) the planning of specific educational programmes with a term exceeding that of the fiscal year, (c) the drafting

of all new legislation on educational financing, and (d) the preparation of all education acts and decrees involving appropriations ;

9. The work of commissions of inquiry on educational financing should give emphasis to statistical data and include consideration of the following factors : (a) economic factors, such as level of national income, natural resources, degree of industrialization, agricultural production, standard of living, and possibilities of economic development ; (b) administrative factors, such as administrative structure at national, regional, and local levels, fiscal system, and systems of financing ; (c) demographic factors, such as changes in population, changes in distribution of population as between urban and rural areas, and increases in school enrolments, in particular at primary level in countries where compulsory education is not yet universal ; (d) educational factors, such as the level of development of the educational system in regard to staffing, equipment, auxiliary and extra-scholastic services, etc. ;

10. Among the matters calling for study by commissions of inquiry on educational financing, the following appear most urgent : coordination of financing effected by the public authorities concerned with education ; simplification of the administration and control of financing ; comparison of the national system of educational financing with that of other countries ; study of those types of education urgently needing increased financial support ; estimation of future educational needs in terms of predicted fiscal resources.

Financial Responsibilities of Public Authorities at the Various Levels

11. Without evaluating the educational financing system of any given country, which derives from that country's administrative structure, which in turn derives from its geographical, historical, political, economic, social, and other conditions, endeavours should be made to eliminate all duplication of effort, to simplify without prejudice to efficiency the distribution of financial responsibility among the central (federal) authorities, the regional authorities (states, provinces, cantons, etc., in federal countries, provinces, departments, etc., in non-federal countries), and the local authorities (municipalities or school district authorities combining a number of communes) ;

12. In countries of large area or with sharply differentiated racial and cultural groupings, a large measure of financial responsibility for education should be given to the public authorities of the states, provinces, cantons, etc., the function of these authorities then being comparable to that of the central authorities in other countries ;

13. In deciding the part to be played by local authorities in educational financing, in relation to the central (federal) and regional authorities, due account should be taken of the degree of development and vigour of local activity, and of the resources available to local authorities for meeting the financial and other responsibilities envisaged for them ; the central authority should concern itself with a just distribution of the funds available for education in each district, so as to ensure each citizen the full exercise of his right to education ;

14. In countries where financial responsibilities are distributed among the public authorities at the different levels, it is desirable that with a varying amount of support from the central (federal) and regional authorities, local authorities should mainly be made financially responsible for pre-primary and compulsory education, and auxiliary services, and (especially where the local authorities are of adequate size) for other kinds of educational expenditure ;

15. Where financial assistance is provided by a higher authority to local authorities, such assistance should be based on the principle that assistance should be higher in the case of local or regional authorities whose economic or tax-paying ability is low, and vice versa ;

16. The financial control exercised by the several public authorities over the various categories of schools and educational activities they finance, should be rationalized and simplified as fully as possible, and should never be allowed to impede the operation, efficiency, and development of educational work.

Financing the Several Levels of Education

17. Although the public authorities generally attach less importance to pre-primary education, their attention should be drawn to the increasingly heavy responsibilities they will be called on to bear in this field, due account being taken of the rights and duties of the family ;

18. In countries where compulsory primary education for both sexes is not yet effectively universal, priority should be given to the capital and operational expenditures involved, so as to make it universal as rapidly as possible ;

19. The attention of the public authorities of all countries needs urgently to be drawn to the financial implications of the growing movement towards equality of access to secondary education without discrimination as to race, sex, social position, or religion ; all the evidence seems to indicate that secondary enrolments will reach the level of primary enrolments, by a date varying from country to country ;

20. In view of the quantitative and qualitative development of technical and vocational education (involving increasingly advanced specialization) and of the high cost of the equipment required, there is every reason to believe that expenditures on this type of education will increase ; inasmuch as the structure of technical and vocational education is still fairly elastic in certain countries, it is now the time to envisage (a) coordination of that structure with that of primary, secondary, and higher education, (b) efficient planning of the financing of technical and vocational education by the central (federal), regional, and local authorities, (c) coordination of the financing effected by Ministries of Education on the one hand, and non-educational Ministries on the other, and (d) an increase of voluntary assistance from private quarters, which thanks to the development of technical and vocational education have now been largely relieved of responsibility for apprenticeship training ;

21. Since universities in all countries are facing additional expenditures because of increased enrolments, additional specialized courses, the need for modern equipment in certain departments and faculties, the expansion of scientific research, and the introduction of new methods, such as seminars, which involve an increase in staff, additional funds should be supplied to the universities from public authorities, without prejudice to the increasing trend toward the autonomy of these institutions in certain countries ;

22. All countries, in particular those in which compulsory education is not yet universal, are being called on to bear increased burdens in respect of teacher training, arising from the increase of primary enrolments and the resulting shortage of teachers, and the need for longer and more thorough programmes of teacher training ; primary teacher training is most affected, but steps should nevertheless be taken at once to make plans for expanding the training of teachers for secondary and technical and vocational schools ;

23. Public authorities should give financial support, both directly and through other organizations working in the field, to the establishment and development of adult education programmes, already being developed in some countries in the form of literacy and fundamental education campaigns linked up with the universalization of compulsory education, and in other countries as part of post-primary cultural education schemes which will gain in importance and be increasingly demanded as working hours diminish ;

24. The education of handicapped children (mentally deficient, blind, deaf-and-dumb, backward, physically handicapped, socially maladjusted children, etc.), should receive adequate financial support from public authorities, and there should be close coordination between these authorities and the various public and private bodies engaged in this field in certain countries.

Financing Specific Categories of Expenditures

25. The unavoidable necessity of ensuring teachers living conditions worthy of their mission, and the increased need for teachers at all levels of education, will necessarily accentuate the increase of operational costs ; while a better organization (of secondary, and technical and vocational education, for example) may effect some economies, it is nevertheless evident that delay in considering the whole problem of increasing expenditures on the recruitment and salaries of teachers will merely retard and impede the solution of that problem ;

26. The increase of enrolments at all levels, new educational, hygienic, and technical demands in respect of buildings and equipment, and the steadily rising cost of materials and labour, will call for a series of emergency measures based on sound statistical data and embracing among others : (a) simplification and standardization of plans for school buildings and equipment, (b) the drawing up of school building programmes where

need be in the framework of long-term economic and social development plans; (c) appeals and loans to implement these programmes, and (d) assistance in money or kind from private sources;

27. The public authorities should set up and develop such services as school meals and clothing services, scholarship schemes, excursions and holiday camps; they and the private bodies concerned should coordinate their work in these fields, in order to secure satisfactory distribution of the available resources.

Special Means of Financing Education

28. The execution of large-scale programmes of school construction, and of plans involving, for example, literacy and fundamental education campaigns, can be accelerated if, in addition to the ordinary budgets, the responsible public authorities provide special funds or extraordinary budgets for financing such programmes or plans;

29. The drawing up of plans for financing education, the term of which exceeds that of the financial year (five-year plans, for example), seems to be necessary in connection with the planning of programmes; gradual realization over a number of years makes a rationalization and coordination of efforts possible such as could not be hoped for with programmes which have to be completed within twelve months;

30. It is desirable to resort, where appropriate, to loans for financing capital expenditures (school building, repair, equipment, etc.); this system permits the financial charges to be spread over a number of years and enables the coming generations to share in paying for improvements in which they will benefit; while the higher authorities should authorize and control the use of loans, they should also facilitate the negotiation of such loans on advantageous terms;

31. From the financial point of view, in those countries where some educational establishments are under non-educational Ministries or Departments (of Labour, Public Works, the Interior, Justice, Public Health, etc.), it is desirable that close coordination should be instituted among all the authorities responsible for financing;

32. In those countries where some specific categories of educational expenditures (school building, for example, or school meals or medical services) are under non-educational Ministries or Departments, the same close coordination should be set up among all the authorities involved.

Sources of Educational Appropriations

33. In most countries funds for financing education derive from general receipts, especially in the case of central authorities, and regional authorities in federal countries; it might nevertheless be useful to note that some countries have recourse to special taxes (on property, sales, tobacco, liquors, etc.), particularly at local level;

34. As part of the movement to extend free education, the abolition of enrolment, examination, and certification fees for all kinds of education may well be envisaged ;

35. Collections, gifts of materials, festivals, sport events, school cooperatives, aid from parents' associations, etc., are all useful aids to financing certain educational expenditures, and are of special value at the local level.

Private Initiative and Educational Financing

36. In certain countries where compulsory education has not yet been universalized, substantial commercial, industrial, mining, and agricultural undertakings are required to assist with the financing of compulsory education from their own resources ; this requirement appears to find its main justification in isolated areas or places situated at great distances from centres operating public schools ;

37. The immediate beneficiaries of certain educational programmes should, whenever possible, actively assist in their implementation ; the press and publishers, for example, might assist in literacy campaigns and industrial undertakings in the promotion of technical and vocational education ;

38. Appropriate means should be found (publicity for donors, for example) to foster and encourage bequests and gifts from private sources, for such purposes as school building, sites, scholarships, and the establishment of endowments for research ;

39. In countries where the public authorities deem it desirable to raise the standard of independent educational establishments through the grant of assistance in money or kind, the following considerations, due account being taken of the diversity of the problems involved, merit attention : (a) without prejudice to the rightful independence of a private service, independent educational establishments receiving public aid may reasonably be asked to give certain minimum guarantees in respect of the standard of their buildings, equipment, materials, and teachers' qualifications and salaries ; (b) the various steps taken to assist independent educational establishments should be coordinated, whether such steps take the form of grants and subsidies, free equipment and materials, teachers seconded from the public service, free provision of school materials, medical attention, transport of pupils or public provision of welfare services, etc.

Aid from International Sources

40. While all thanks are due to the international, regional, and national bodies responsible for the increased aid given to educational activities in certain countries, it is nevertheless desirable to remind all such bodies that even more aid is urgently required, either by increasing the proportion which is to be given to education in the United Nations Technical Assistance Programme, or possibly by the creation of an international fund for education ;

41. For financing projects such as school building, literacy and fundamental education campaigns, aid from foreign international or national sources can perhaps most usefully be offered in the form of loans or subsidies ; other forms of aid, however, are also of very great value, whether technical (the dispatch of experts on missions, seconding of teachers, organizing of conferences and seminars, grant of scholarships and fellowships, etc.) or made in kind (school equipment and materials, scientific and other books, food for school meals services, etc.) ;

42. National isolation in regard to educational matters is now almost a thing of the past, thanks to the scholarships offered by international and national bodies to the citizens of all nations, and the aid given from external sources to educational establishments in certain countries ; the coming of the spirit of worldwide cooperation to which this fact witnesses has an important bearing on the financing of education, and will strengthen the cultural linking-up of different nations and civilizations.

RECOMMENDATION No. 41
TO THE MINISTRIES OF EDUCATION
concerning the
TEACHING OF ART
IN PRIMARY AND SECONDARY SCHOOLS

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the fourth day of July, nineteen hundred and fifty-five, for its eighteenth session, adopts on the twelfth day of July, nineteen hundred and fifty-five, the following Recommendation :

The Conference,

Considering that art education, which makes an appeal to so many of the child's activities, provides an important means of aesthetic, intellectual and moral education, and enables the teacher to find out what the child is thinking and feeling and to discover his artistic aptitude,

Considering that, in the pursuit of learning, the pursuit of a profession, and the enlightened use of leisure, the skill and understanding acquired by studying art encourage the appreciation of beauty in nature, life, production and art,

Considering that art is an educational factor necessary to the all-round development of personality, and an important means to a deeper understanding of reality,

Considering that the multiplication of images, through photography, books, advertisements, films and television, to-day represents an advance as important as was the invention of printing, and that the visual education of children should therefore be more widely developed so as to guide their thinking, cultivate their taste, and prevent their awareness from being blunted by vulgarity and ugliness,

Considering that the visual arts, as well as the other arts, can make a contribution to confidence and understanding among mankind,

Submits to the Ministries of Education of the several countries the following Recommendation :

1. Art, that is to say, drawing, painting, modelling and other similar activities, should be taught in all primary schools ; it should have its place as a subject in its own right and as a means of expression, and should contribute to the teaching of other subjects.

2. Art, as a subject in its own right, should be compulsory in most classes in secondary schools, and optional for the rest.

3. Whether compulsory or optional, art should be coordinated with other subjects in the curriculum and with other school activities ; this should be done whether or not the various subjects are taught by the same teacher.

4. So as to give the most gifted pupils opportunities of developing their aptitudes, and to make the study of art more attractive, it is desirable that a supplementary course with a flexible programme be provided for such pupils from different classes.

5. Because it is a valuable means of education in itself and because of its importance as a means of teaching skills, art should be regarded as of equal importance with other subjects.

6. When drawing up time-tables, adequate time should be given for art as a subject in its own right.

7. Since art demands individual rather then group teaching, art classes should be small enough to enable a teacher to give attention to individual pupils.

8. In drawing up the syllabus for art and in deciding on the choice of methods, the aims of teaching the subject should constantly be borne in mind ; the following aims should especially be taken into account : (a) educational aims : the cultivation, for example, of observation, imagination, expression, self-control, the capacity for sustained work, and the ability to cooperate with others in group undertakings ; (b) cultural aims : for example, the formation of taste, and the encouragement of an understanding of works of art and of a respect for them ; (c) practical aims : the acquisition of skills useful in school, in everyday life, and for professional purposes ; (d) aims relating to the study of children : to find out what children are thinking and feeling from a study of their work ; (e) social aims : to foster an understanding of the worldwide significance of art through an interest in and respect for the art of other countries, big or small, and to contribute to bringing up the rising generation in the spirit of peace and of humanity and friendship among the nations.

9. An important place should be given to the systematic teaching of the theory and practice of techniques, but the subject should be dealt with in such a way that the pupils' activities are related to the needs of everyday life.

10. The various stages of the mental growth of the young child and of the adolescent, as well as their interests, should be taken into account in elaborating the art syllabus and teaching methods.

11. In the use of methods and the choice of subjects to be set, exercises to be carried out, and materials to be used, the teacher should be free to relate the work to local conditions and to the aptitudes and requirements of each pupil.

12. Encouraging children to find their own form of expression by means of free drawing, painting, modelling, and other similar activities is a valuable method of teaching.

13. The teaching of art should derive inspiration from artistic traditions both in the country as a whole and in the locality concerned.

14. In the secondary school, the appreciation of works of art and the history of art should be included in the curriculum ; the teaching of the history of art should pave the way to an understanding of the evolution of art as being part of the development of civilization in each age.

15. It is recommended that all post-primary schools should have specialist studio-workshops for art and crafts.

16. It is much to be desired that, especially in primary schools, the equipment and materials required for art should be supplied free of charge by the school authorities or other bodies ; materials obtainable locally should be used as far as possible.

17. Textbooks and all literature for boys and girls should be regarded as potent influences in the teaching of art ; binding, paper, typography and illustrations should combine both to cultivate and to satisfy the pupil's taste and sense for design.

18. It is recommended that the responsible authorities should supply such reproductions, casts, slides and films as may be required for the teaching of art ; school libraries should contain a useful collection of books on art, both on history and appreciation and on techniques which the pupils can themselves put into practice.

19. The school should in itself provide an environment characterized by good taste and artistic understanding ; this especially applies to the school building, the playgrounds and gardens, the internal planning of the school, its furniture, and the attention given to maintenance.

20. So far as possible, the pupils themselves should play a part, either individually or in teams, in the maintenance and decoration of the school, and in creating the setting for school festivities.

21. The growth of artistic appreciation on the part of boys and girls will be greatly facilitated by their familiarity with local resources, such as art galleries and museums, buildings of artistic and architectural interest, private collections, local crafts and industries, and popular and folk art, and with the beauties of nature, as well as by occasional visits to special exhibitions, films and other such events.

22. The formation of circulating collections of reproductions and of original works of art for schools of various kinds should be encouraged.

23. It is desirable to request the education authorities to examine ways of providing schools with television sets, and thus of giving art teachers even in the least favoured areas an excellent teaching aid ; such provision would also facilitate the organization of correspondence courses for children and adults living at a distance from the centres of artistic culture.

24. Like other mass media, the universal use of the cinema, which is undeniably a means of artistic expression, imparting news, and impressing ideas, sets teachers a problem to which great attention must be given ; it is desirable to use the appeal of the cinema to children for good ends, and it will in fact be so used if care is taken during and after schooling to train their judgment and taste in respect of films.

25. Not only should exhibitions of children's work be held in their own locality or country, but such exhibitions should be exchanged between one nation and another.

26. The responsible authorities should pay special attention to the pupil who is artistically gifted and ensure that he receives the best advice and takes the most suitable course of study.

27. In view of the general character of primary education and the close links between the various subjects, it is desirable that art should be taken by the class teacher.

28. Secondary school art teachers should be selected not only for their artistic and technical capacity, but also because of their teaching ability and experience.

29. The artistic outlook of the future primary school teacher should be a matter of real importance ; practical instruction in art and the teaching of the history and appreciation of art, and penmanship, should be included in the curriculum of the training college.

30. Secondary teachers of art should have training equivalent to that of their colleagues teaching other subjects, and the same status, standing and privileges.

31. In both primary and secondary teacher training great importance should be attached to psychology, particularly the psychology of spontaneous expression in children.

32. The buildings, interior planning and furnishing of training colleges should be such as to create an artistic environment for the future teacher ; visits to buildings of architectural and artistic interest, and to exhibitions, including those of childrens' work, will serve to enhance the student's usefulness as a teacher.

33. Collections of children's work from the infant school to the latest stages should be formed for exhibition in training colleges in order to illustrate methods of teaching art, both old and new ; children's work from other countries should be included ; there is also the fact that these collections would provide a source for the circulating schemes described above in clause 22.

34. It is desirable that the teaching of art should be subject to the advice of artistically qualified organizers or specialist inspectors ; if this is not possible, the inspectors or advisers concerned should do their best to appreciate the requirements of art teaching and to encourage its development as far as possible.

35. Conferences and refresher courses, both at home and abroad, should be encouraged in order to help teachers of art to perfect theis knowledge of their subject, to keep up-to-date with the various outlooks which are encountered in the teaching of art, and to exchange views on all matters of common interest.

36. It is very desirable to grant in-service teachers travelling and practical training scholarships, so as to give them opportunities of making a first-hand study of historical monuments, contemporary works of art, and teaching methods abroad.

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